Achieving Excellence

Accountability Report 2006-2007

University of Wisconsin System

UNIVERSITY OF WISCONSIN SYSTEM

UW

ACHIEVING EXCELLENCE

The University of Wisconsin System Accountability Report

Status of UW Accountability Goals, 2006-07

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Goal I: Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants.				
Access to the UW System for Graduates of Wisconsin High Schools	**Target**: Maintain a service rate of at least 32% for Wisconsin high school graduates. Reduce the gap in service rates between white students and students of color. Increase access for students from lower income families.	In fall 2005, the UW System service rate was 33%, an increase of 8 percentage points since fall 1976. Although the number of students of color has increased over the past five years, the gap in service rates between white students and students of color persists. Students with the lowest family incomes are not proportionally represented among UW System new freshmen.	√/-	5
Access to the UW System for Non-Traditional Students	**Target**: Increase the number of non-traditional-aged students.	Although fall enrollment of non-traditional-aged students increased slightly from the previous year, the enrollment of non-traditional students remains lower than it was ten years ago.	√/-	6
Access to the UW System through Precollege Programs	**Target**: Increase the number of students served by multi-cultural and disadvantaged precollege programs.	Annual enrollments in UW System multicultural and disadvantaged precollege programs decreased from 17,075 in 2004-05 to 16,431 in 2005-06.	-	6
Access to the UW System through Distance Education and Continuing Education Courses	**Target**: Continue the development of distance education courses in order to address the needs of Wisconsin residents.	Both distance education courses and enrollments increased over the past year. Since 2000-01, distance education enrollments have increased more than two and a half times, while course offerings have more than doubled.	√	7
Goal II: Increase the levels at which students persist in higher education and complete degrees.				
Retention of New Freshmen from the First to Second Year	**Target**: Increase the proportion of new freshmen retained at the same UW institution for the second year to 82%. Also, reduce the gap in retention rates between white students and students of color.	New freshmen entering in fall 2005 returned for the second year to the same UW institution at a rate of 79.5%, a decrease from the previous year and short of the retention goal. For new freshmen of color, 71.6% returned for the second year to the same UW institution, a decrease from the previous year. The gap in retention rates between white students and students of color persists.	-	8
Six-Year Graduation Rates	**Target**: Increase to 64% the six-year graduation rate for new freshmen who graduate at any UW institution. Also, reduce the gap in graduation rates between white students and students of color.	The UW System has exceeded its long-term goal for six-year graduation rates. For new freshmen entering a UW institution in fall 2000, 64.2% graduated within six years. For new freshmen of color, 43.5% graduated at a UW within six years of matriculation, a decrease from the previous year. The gap in graduation rates between white students and students of color persists.	√/-	9

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Academic Support Programs and Other Out-of-Classroom Retention-Related Activities	**Benchmark**: Utilize national survey benchmarks to evaluate academic support and advising.	Based on responses to the 2006 National Survey of Student Engagement (NSSE), UW seniors were as satisfied with academic support services as seniors nationally. However, seniors nationwide reported a higher level of satisfaction with academic advising than UW seniors.	√/-	10
Goal III: Improve learning competencies and provide learning experiences that foster the development of critical thinking skills.				
Fostering Critical Thinking Skills	**Benchmark**: Utilize national survey benchmarks to assess critical thinking.	UW seniors rated their education at or above the national average in contributing to their ability to think critically, analyze the basic elements of an idea, and apply theories or concepts to practical problems or new situations.	√	11
Assessing Learning Competencies and Outcomes	**Benchmark**: Utilize national and state benchmarks to rate performance on professional examinations.	UW System students performed above state and national averages on CPA, GRE, and MCAT examinations. On the Nursing Licensure Examination, UW System students had a pass rate within 1 percentage point of the national average.	√	11
Goal IV: Provide a learning environment that fosters the ability to function in a dynamic world community.				
Exploration of World Cultures	**Target**: Increase the proportion of bachelor's degree recipients who have studied abroad.	The percent of bachelor's degree recipients who studied abroad has grown steadily each year, reaching 13% in 2005-06.	√	13
Preparation for a Diverse World	**Benchmark**: Utilize national survey benchmarks to evaluate performance.	Over half of UW seniors indicated frequent interactions with students with different beliefs or values, a rate lower than the national average. Almost half of UW seniors credited their undergraduate experiences with developing their understanding of people of different racial and ethnic backgrounds, a rate lower than that of seniors nationally.	-	13
Goal V: Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship.				
Planned Learning Experiences Outside of the Classroom	**Benchmark**: Utilize national survey benchmarks to evaluate performance on learning outside of the classroom.	UW seniors were more likely than seniors nationally to participate in an internship or other field experience, work with classmates on assignments outside of class time, and participate in co-curricular activities.	√	15
Faculty Mentorship, Counseling Services, and other Out-of-Classroom Contacts that Support Learning	**Benchmark**: Utilize national survey benchmarks to evaluate out-of-classroom contacts.	UW seniors worked with faculty members on research and discussed career plans with faculty at similar rates as seniors nationwide. UW seniors reported working with faculty on activities outside of course requirements more often than seniors nationally.	√	15

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Participation in Activities that Promote Good Citizenship	**Benchmark**: Utilize national survey benchmarks to evaluate community service and civic participation.	UW seniors exceeded the national average in their community service, volunteer work, voting, and participation in community-based projects that are part of a regular course.	√	16
Use of Technology in the Curriculum	**Benchmark**: Utilize national survey benchmarks to evaluate use of instructional technology.	UW seniors were more likely than seniors nationwide to communicate with an instructor via email, and equally likely to say their undergraduate experience contributed to their knowledge of information technology. UW seniors were less likely to report use of electronic media to discuss or complete assignments.	√/-	17
Goal VI: Efficient and effective stewardship of resources.				
Condition of Classrooms and Maintenance of Other Facilities	**Target**: Reduce the gap between actual and needed classroom technology levels. Also, reduce the backlog of maintenance.	The gap between actual and needed classroom technology levels has been reduced, but needs still exceed current levels. Funding for maintenance has met approximately half of the need since 2001.	√/-	18
Human Resources	**Target**: Allocate at least 1% of UW System payroll to professional development.	The UW System has consistently spent at least 1% of its payroll on professional development activities for faculty and staff over the past decade. Expenditures in 2005-06 were 1.4%.	√	19
Utilization of Technology Resources	**Benchmark**: Utilize national survey benchmarks to evaluate availability of technology resources.	Based on responses to the 2005 ACT Alumni Outcomes Survey, UW alumni were more likely to agree that their institution had extensive computer systems, services, equipment, and labs than were alumni nationally.	√	20
Allocation of Resources	**Target**: Increase the number of and growth of collaborative efforts, and maintain low administrative costs compared to peer systems.	New degree completion programs were initiated in collaboration with institutions in the Wisconsin Technical College System (WTCS). Administrative (institutional support) costs continued to comprise a smaller proportion of expenditures (6%) in the UW System than in peer systems (10%).	√	20
Average Number of Credits Taken by Bachelor's Degree Recipients	**Target**: Continue to decrease the average number of credits-to-degree.	UW System graduates in 2005-06 took an average of 134 credits by the time they graduated, a slight reduction from the average credits taken by graduates in the previous year.	√	23

Achieving Excellence

The University of Wisconsin System Accountability Report

Introduction

Achieving Excellence represents the UW System's continuing commitment to broad-based accountability to the citizens of Wisconsin. *Achieving Excellence* is designed with the mission of the UW System in mind, concentrating on the many ways in which the University of Wisconsin seeks to serve its students and the State of Wisconsin. While it is not feasible to report on every possible area of university activity in a single report, *Achieving Excellence* presents a balanced approach to accountability reporting, reflecting a broad diversity of stakeholder interests.

The form and format of *Achieving Excellence* evolved from an earlier publication, *Accountability for Achievement,* which was issued annually from 1993 through 1998. In 1999, the UW System Accountability Review Task Force, appointed by former President Katharine Lyall, established the blueprint for the current publication.

Achieving Excellence focuses on two distinct approaches to the measurement of university performance. First, it presents the UW System's progress toward its goals for specific student and institutional outcomes. Second, it examines the ways in which the University of Wisconsin provides positive campus environments that promote learning and student achievement. In order to address both of these accountability concerns, *Achieving Excellence* augments regularly reported systemwide data with findings from surveys that offer broader insights into the experiences of students at the University of Wisconsin. Each of these surveys provides national benchmarks, affording the opportunity to make comparisons of UW System performance with that of other higher education institutions.

Each new edition of *Achieving Excellence*, published annually, includes updated information on university performance that addresses current accountability issues in higher education, both locally and on the national level. Small refinements are made to each edition in order to include new findings from a variety of systemwide surveys and other accountability measures of interest to the Wisconsin community. The six accountability goals, as well as the basic structure of the publication*,* remain constant from year to year. This consistency makes *Achieving Excellence* a coherent and reliable resource for learning about the progress of the UW System.

Achieving Excellence is divided into three sections. Each of these sections captures an essential piece of the UW story.

Section I: Context and Capacity

The capacity of the UW System to accomplish its core functions depends upon its resources and the competitive environment for faculty, staff, and students. This section provides background for the remainder of the report on the context in which the UW institutions function. The data provided in this section are not associated with specific targets or benchmarks.

Section II: Goals and Indicators

This section presents six accountability goals, each with two to five indicators that demonstrate the progress being made toward these goals. Certain indicators may only be reported in two-year or three-year cycles, depending on the availability of data. Each indicator is viewed in relation to a target or benchmark for the purposes of assessment and comparison. For example, some indicators are compared with data from previous years, while others are compared with national norms.

Section III

<u>Compendium of Other UW System Reports</u>

The UW System produces many specialized reports on various aspects of its operations. This section provides an annotated listing of reports produced by the UW System. These reports measure excellence in many different areas beyond those reported in Section II.

<u>Appendix</u>

Tables provided in the Appendix offer institution-specific data for many of the indicators presented in Section II.

<u>Technical Notes</u>

Technical Notes include sources of data as well as methodologies and other relevant information.

SECTION I: Context and Capacity

The UW System's achievements are influenced by the economic, social, political, and demographic environment in which it operates. This section describes this environment and the resources available to the UW System to fulfill its mission as context for understanding progress on the six goals presented in Section II. The importance of the partnerships between the State and the University is reflected in the relationship of the University and State budgets, Wisconsin's demographics and the makeup of the UW System student population, the affordability of a UW education and State support for higher education, and the contribution of the UW System to Wisconsin's overall economic health.

Financial Resources

The UW System must compete with other priorities for limited State dollars.

**Change in State GPR Appropriations
Not Adjusted for Inflation
FY96 to FY06**
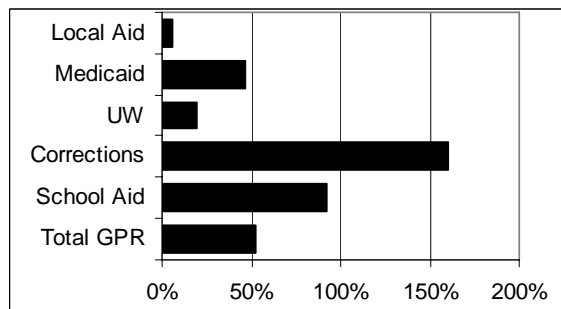
* ❖ Over the last decade, State appropriations of general purpose revenue (GPR) to the UW System increased more slowly than other State priorities, except local aids.
* ❖ GPR appropriations to the UW System increased by 19 percent between fiscal year (FY) 1996 and FY 2006. However, when adjusted for inflation (Consumer Price Index), GPR actually decreased 9 percent.

State funding has also been more volatile in recent years.

* ❖ When adjusted for inflation, State GPR appropriations declined substantially from 1974 through the early 1980s, but then steadily increased for the next dozen years.
* ❖ In the mid 1990s, State funding declined sharply, followed by State reinvestment in higher education during the 1997-99 and 1999-01 biennia.
* ❖ Since 2001-02, GPR funding has plummeted, falling to the lowest level since merger in the early 1970s. During the 2003-05 biennium, the UW System received a $250 million biennial GPR funding reduction, the largest in UW history.
* ❖ In the 2005-07 biennial budget, the UW System experienced targeted GPR reductions of approximately $90 million, primarily in the 2005-06 fiscal year. There was an increase of approximately $12 million in GPR to the base budget during the 2006-07 fiscal year.

**GPR Appropriations ($millions) to the UW System
Adjusted for Inflation**
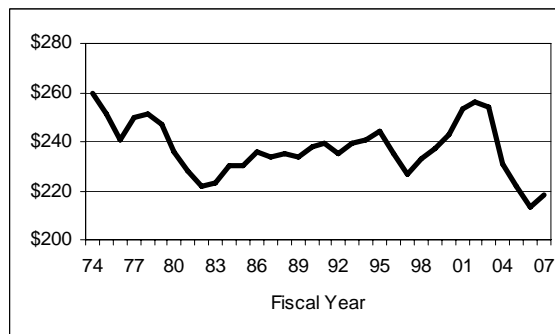
The UW System self-generates more than three quarters of its funding.

Between FY 1974 and FY 2007:
* ❖ GPR appropriations declined from 52 percent to 24 percent of the total UW budget.
* ❖ Tuition/fees rose from 13 percent to 21 percent of the total UW budget.
* ❖ Gifts and grants rose from 20 percent to 36 percent of the total UW budget.
* ❖ Program revenue increased from 15 percent to 19 percent of the total UW budget.

Student Demographics

Demographics of the Wisconsin population are changing.

❖ The number of high school graduates is projected to remain relatively steady over the next few years, dipping slightly after 2008 before increasing again.

**Wisconsin High School Graduates Projections to 2018**
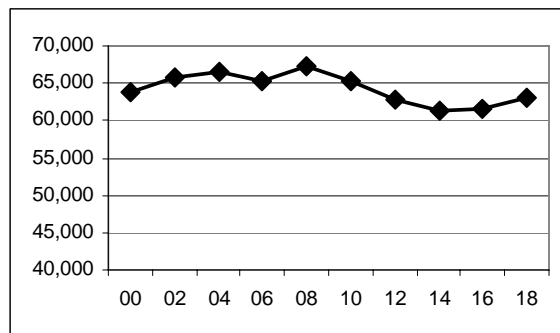
❖ As with high school graduates, Wisconsin residents ages 18 to 24 are projected to increase in number slightly through 2010, followed by a decline to current levels by 2020.
❖ The traditional college age group (18-24) will make up a smaller proportion of Wisconsin's total population by 2020, as aging baby boomers increase the ranks of individuals 65 and over.
❖ Though Wisconsin's overall population growth is projected to be modest relative to other states, racial and ethnic diversity will increase because of faster rates of growth among non-white minorities than among whites. The proportion of public high school graduates who are students of color is projected to increase from 14 percent in 2005 to 22 percent in 2018.

The proportion of Wisconsin residents with a bachelor's degree is below the national average.

❖ In 2005, approximately 27 percent of the national population age 25 and older had at least a bachelor's degree.
❖ Despite above average college-going rates and college graduation rates, only 25 percent of Wisconsin residents had at least a bachelor's degree in 2005.

❖ Wisconsin has made steady gains over the last three decades in the proportion of residents with a bachelor's degree, but still lags the national average by about 2 percentage points.

Proportion of Population Age 25 Years and Older With at Least a Bachelor's Degree
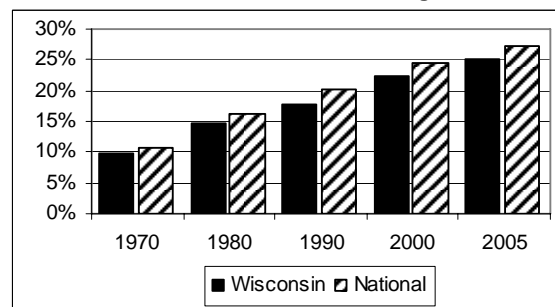
❖ More than 80 percent of Wisconsin residents remain in Wisconsin after getting a UW bachelor's degree. However, the number of UW graduates who leave the state is not offset by in-migration of college graduates from other states.

Affordability

The cost of attending a UW institution for a Wisconsin resident remains modest compared to costs at similar institutions.

❖ The average cost of attending a UW System institution was $10,200 for Wisconsin resident undergraduates in 2005-06. This cost of tuition, fees, room, and board is an increase from $9,569 in 2004-05.
❖ In 2004-05, the most recent year for which national comparison data are available, the UW System remained affordable compared to private and public four-year institutions nationally. The average cost of attendance for a resident undergraduate in the UW System was 16 percent less than the national average cost of attendance at public four-year institutions ($11,441).
❖ One measure of the cost of higher education is college expenses relative to median household income. Nationally, the average cost of attendance at public four-year institutions consumed 24 percent of household income in 2004-05, up 4 percentage points over the previous five years.

❖ In contrast, the average UW System cost of attendance consumed 21 percent of a typical Wisconsin household's income in 2004-05, up 5 percentage points over the same five year period.

**Cost of Attendance
as a Percentage of Median Household Income**
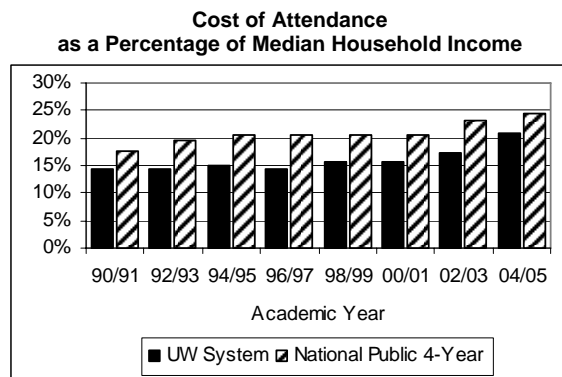
❖ Wisconsin ranked 10th among states in affordability at public four-year colleges and 8th in affordability at community colleges in 2005-06, according to the National Center for Public Policy and Higher Education.

❖ The UW System is committed to continuing to provide a quality, affordable education to the citizens of Wisconsin. However, continued State support, proportional to student enrollment demand, is essential to achieve this commitment.

Instructional Resources

Instructional staffing has been adjusted in response to changes in funding levels and enrollment fluctuations.

❖ In 2005-06, there were 8,500 total instructional full-time equivalent (FTE) staff, the same level as in 1987-88. However, tenure and tenure-track faculty declined over 700 FTE during that period. Most of the decline resulted from the elimination of faculty positions in the 1995-97 biennium.

Faculty FTE and Total Instructional Staff
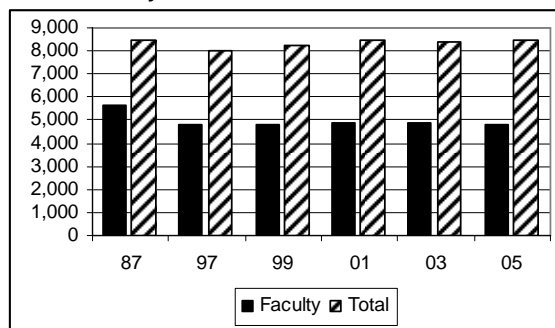
❖ Following the elimination of faculty positions, an increase in instructional academic staff allowed the ratio of student FTE enrollment to total instructional FTE staff to remain relatively constant, currently 17:1.

❖ In recent years, total instructional staff has remained relatively stable, reflecting an effort to protect faculty and staff positions devoted to classroom instruction.

❖ Systemwide, tenured/tenure-track faculty members teach 58 percent of student credit hours, instructional academic staff teach 34 percent of student credit hours, and teaching assistants teach the remaining 8 percent of student credit hours. See Appendix for additional details on instructional workload.

Technology

Keeping pace with rapidly expanding demands for increased technology is one of the major challenges facing higher education today.

❖ For the past six years, the UW System has relied solely upon base reallocation to upgrade technology. As part of the 2005-07 biennial budget, the University of Wisconsin Board of Regents requested $4.6 million of State funds to support growing information technology and online needs. This initiative was not funded. Each year, the UW Board of Regents requires campuses to collectively base reallocate at least $6 million toward instructional technology/distance education needs.

❖ Reallocations alone cannot keep pace with the expanding demands for the replacement and upgrade of equipment. Consequently, additional State support is needed to ensure that the UW System maintains its role as a leader in providing high quality education for the increasingly technologically sophisticated economy.

Research Funding

The UW System attracts significant extramural research funding.

❖ From fiscal years 1994 to 2006, Federal and privately funded research increased by 110 percent from $309 million to $648 million. During this period, approximately $5.8 billion accumulated from extramural sources supported research throughout the UW System.

UW System Extramural Research Expenditures ($millions)
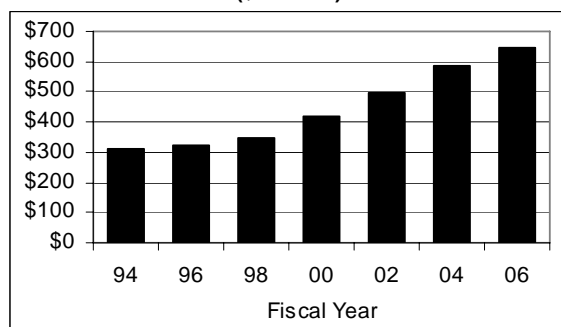
❖ In fiscal year 2006, 4,317 research staff, not including graduate assistants, were funded through extramural research support, with an economic impact of more than one billion dollars on the Wisconsin economy.

In addition, UW researchers have made contributions to knowledge in nanotechnology, neurological disorders, insecticides, veterinary care, medical imaging, organic/silicon substance research, vascular health and heart disease, agricultural blight, hydrogen as an energy source from bio-mass, plant breeding, water quality remediation, and stem cell research, including its application toward Parkinson's disease, ALS, juvenile diabetes, and cardiac failure.

Economic Impact

The UW System has a major economic impact on the State of Wisconsin.

❖ The UW System's 2005-06 budget of $4.1 billion generates a $10 billion annual contribution to the Wisconsin economy.
❖ This is a payback of almost ten times the State's one billion dollar investment in UW institutions.
❖ UW System operations provide over 150,000 Wisconsin jobs in communities large and small throughout the state.
❖ The UW System's most important impact is through its more than 30,000 skilled graduates annually.
❖ College graduates, on average, earn 60 percent more than those who only receive high school diplomas.
❖ Due to the higher salaries earned by college graduates, each UW graduating class contributes over $400 million to the Wisconsin economy.
❖ Each UW graduating class contributes approximately $26 million more in state income taxes each year than would be paid on the earnings of the average high school graduate.

Other economic returns include UW System efforts that foster new business development, assist existing business development, promote innovation and the creation of new knowledge, and enhance the work force through human capital formation. Non-economic returns include many factors related to the quality of life, health care, and civic participation of Wisconsin residents which are significant but cannot readily be measured.

SECTION II: Goals and Indicators

Goal I

Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants

Access to the UW System for Graduates of Wisconsin High Schools

How well does the UW System serve high school graduates immediately after high school?

An important part of the UW System's mission is to provide access to a quality undergraduate education for the citizens of Wisconsin. A key measure, the service rate, is the proportion of Wisconsin high school graduates who enroll at a UW institution immediately following high school graduation. *The UW System's goal is to serve at least 32 percent of Wisconsin high school graduates*.

The fall 2005 UW System service rate, combined for both Wisconsin public and private high school graduates, was 33 percent. This service rate has increased 8 percentage points since fall 1976, when the rate was 25 percent. The comparable national service rate for state residents enrolling as immediate new freshmen at in-state public four-year universities in fall 2004 was 22 percent. The UW System provides access to the vast majority of applicants seeking admission. In 2005, 95 percent of Wisconsin new freshman applicants were admitted to at least one of the UW institutions to which they applied.

**UW System Service Rates for
Wisconsin Immediate New Freshmen**
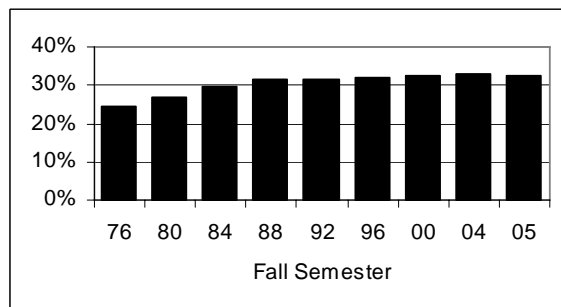
The service rate for female Wisconsin high school graduates in fall 2005 was 36 percent, compared with 29 percent for male Wisconsin high school graduates. The difference is a result of lower application rates from male high school graduates. Male and female applicants are admitted to UW institutions at the same rate.

**UW System Service Rates for
Wisconsin Immediate New Freshman by Gender**
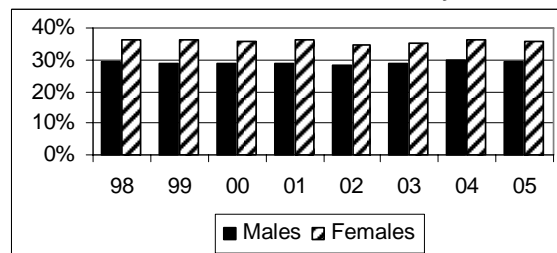
How well does the UW System serve students of color?

The UW System service rate for students of color (available only for public high school graduates; see Technical Notes) was 21 percent in fall 2005. Between 1998 and 2005, the UW System service rate for students of color has ranged from a high of 23 percent to a low of 21 percent. By comparison, the fall 2005 service rate for white students was 34 percent. *The UW System's goal is to reduce the gap in service rates between white students and students of color.*

**UW System Service Rates for
Wisconsin Immediate New Freshmen
Students of Color and White Students**
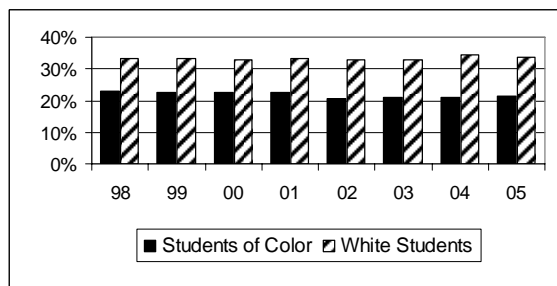
The UW System continues to serve increasing numbers of students of color (see Technical Notes for definition). Enrollments of immediate new freshmen of color grew by 45 percent between 1998 and 2005. During this same time

period, the number of public high school graduates of color grew by a rate of 57 percent.

UW System Enrollments of Wisconsin Immediate New Freshmen Students of Color

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How well does the UW System serve students from lower income families?

The UW System seeks to provide access to all qualified students, regardless of financial means. *The UW System's goal is to increase access for students from lower income families.*

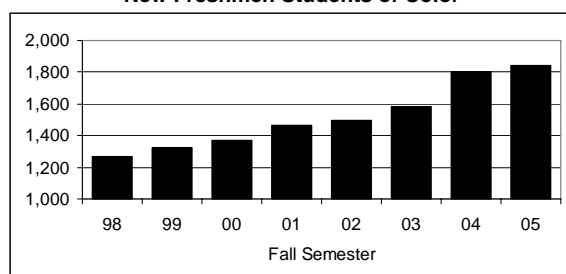One way to measure access by income is to compare the family incomes of UW System new freshmen with the incomes of all Wisconsin families. In 2005, 12.8 percent of UW new freshmen from Wisconsin were from the lowest income quintile of Wisconsin families, a proportion that is below the 20 percent that would reflect the state population. See Technical Notes.

UW System Enrollments of Wisconsin Immediate New Freshmen by Family Income

WI Family Income Quintile	1992	1996	2000	2004	2005
Lowest	14.5%	13.7%	12.6%	12.3%	12.8%
Low-Med	21.9%	22.8%	21.5%	19.6%	20.6%
Medium	25.1%	23.9%	24.9%	24.5%	24.6%
Med-High	21.0%	20.3%	23.3%	24.5%	24.4%
Highest	17.5%	19.3%	17.6%	19.2%	17.5%
All Quintiles	100.0%	100.0%	100.0%	100.0%	100.0%
	15,091	16,249	17,668	17,784	17,673

Although the proportion from the lowest quintile increased slightly from 12.3 percent in 2004 to 12.8 percent in 2005, students from low income families continue to apply to the UW System at lower rates than students overall. Of Wisconsin high school graduates in 2005, only 55 percent from the lowest income quintile applied for admission to the UW System, compared with 65 percent from all income quintiles.

Access to the UW System for Non-Traditional Students

How well does the UW System serve non-traditional students?

In order to support the State's transition to a "knowledge economy" of high-skill and high-income jobs, the UW System focuses on attracting adult, non-traditional students without reducing access for traditional populations. From 1996 to 2006, UW institutions maintained access for traditional-aged Wisconsin students while enrollments of non-traditional-aged students declined from 36,476 in 1996 to 29,818 in 2006. However, enrollments in 2006 represented a slight increase from 29,791 in 2005. (See Appendix for details.) Current efforts to increase access for non-traditional-aged students include providing services and courses designed specifically for working adults and increasing bachelor's degree completion options for adults with previous higher education experience. *The UW System's goal is to increase the number of non-traditional students.*

UW System Enrollments of Non-Traditional Students
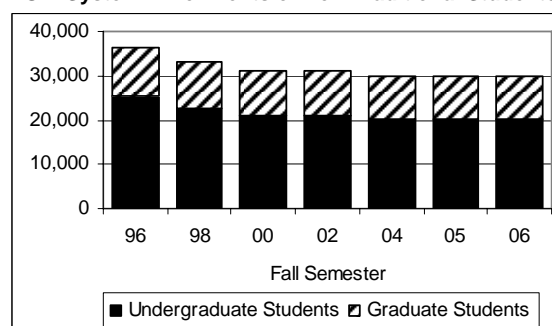
Access to the UW System Through Precollege Programs

How well does the UW System do in providing precollege programs for elementary and secondary students?

UW System multicultural and disadvantaged (M/D) precollege programs work to ensure that students of color and economically disadvantaged students graduate from high school and are admissible to UW institutions. UW institutions provide many precollege programs that address these issues in a variety of ways. *The UW System's goal is to continue increasing the number of students served by M/D precollege programs.*

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Participation in UW System M/D precollege programs decreased from 17,075 enrollments in 2004-05 to 16,431 in 2005-06, primarily due to a decline in federal GEAR UP funding and a decrease in the number of precollege scholarships from the Wisconsin Department of Public Instruction (DPI). Participation remained above the 11,424 enrollments in 2002-03. Over 80 percent of all students participating in UW System M/D precollege programs are students of color, and over 50 percent are female.

UW System M/D Precollege Enrollments
Unduplicated Annual Headcount
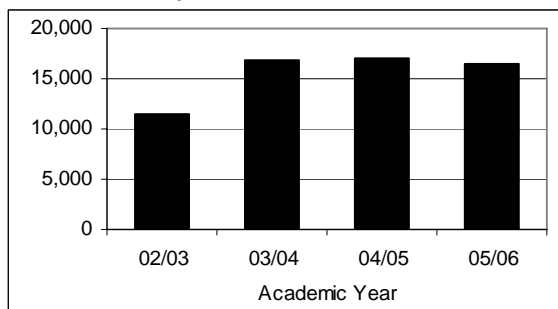
Access to the UW System Through Distance Education and Continuing Education Courses

To what extent do distance education and continuing education courses facilitate access to UW institutions?

Distance education and continuing education courses provide access to UW institutions for people who live at a distance from a UW campus or who otherwise cannot attend a campus-based program. *The UW System's goal is to continue the development of distance education courses in order to address the needs of Wisconsin residents*.

In order to provide access to as many constituents as possible, UW institutions are increasing the number of distance education opportunities. Over the past six years, enrollments in distance education courses have increased over two and a half times, and distance education course offerings have more than doubled.

Over the past year, distance education course offerings increased by 137, an increase of 8 percent. Similarly, distance education course

enrollments increased by 2,204, or 6 percent, in the same year. See Appendix for details.

UW System Distance Education Course Offerings
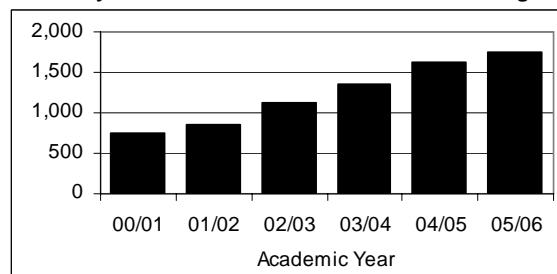
UW System Distance Education Course Enrollments
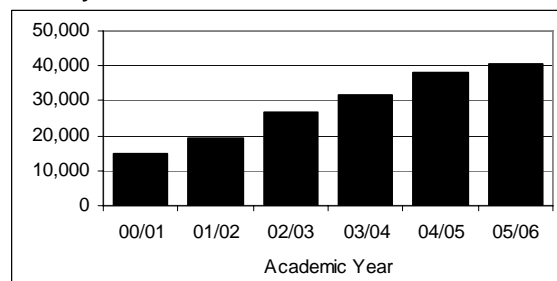
Another opportunity for access to higher education is through continuing education. Non-credit continuing education courses offered through UW-Extension provide citizens with a variety of vocational and avocational educational opportunities. UW institutions also use continuing education programming as a means to address various social and workforce development issues facing the state.

UW-Extension provides continuing education courses to meet market demand of professional organizations, business, and local governments. The enrollments for FY 2006 are 39,000 higher than the previous year.

UW-Extension Continuing Education
Annual Registrations in Non-Credit Courses
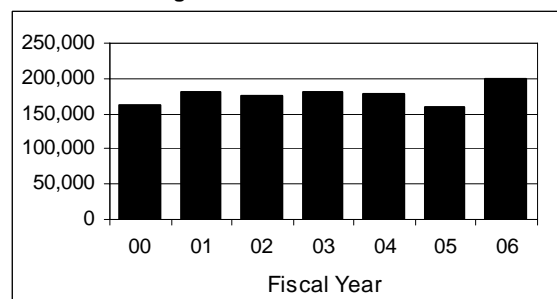
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Goal II

Increase the levels at which students persist in higher education and complete degrees

Retention of New Freshmen from the First to Second Year

What proportion of UW new freshmen return for the second year?

The successful completion of the first year of college is critical in the progression to a college degree. Students who start college and do not complete a degree are most likely to drop out between the first and second years. Positive experiences during the first year at college increase the likelihood that freshman students will persist to the second year and eventually to graduation. *The UW System's goal is to increase to 82 percent the proportion of new freshmen retained to the second year at the same institution*.

Of new freshmen entering full-time in fall 2005, 79.5 percent returned to the same institution for the second year. This rate is lower than the goal of 82 percent, but is above the most recent national average of 76.6 percent. See Appendix for details. An additional 5.1 percent of fall 2005 full-time new freshmen continued in the UW System at a different institution from the one at which they started.

First to Second Year Retention Rates
UW New Freshmen
Retained at the Institution Where Started

Fall New Freshmen	2nd Year Retention Rates	
	Actual	Target
1994	76.6%	n/a
1995	77.6%	n/a
1996	78.3%	n/a
1997	78.5%	n/a
1998	78.6%	n/a
1999	78.7%	78.4%
2000	78.8%	78.9%
2001	79.5%	79.5%
2002	80.1%	80.3%
2003	79.7%	81.1%
2004	80.6%	82.0%
2005	79.5%	82.0%

Male and female new freshmen return for the second year at similar rates. For new freshmen entering full-time in fall 2005, the rate for males was 79.0 percent, and the rate for females was 79.8 percent. The gap between males and females is less than it was a decade ago.

First to Second Year Retention Rates
UW New Freshmen by Gender
Retained at the Institution Where Started
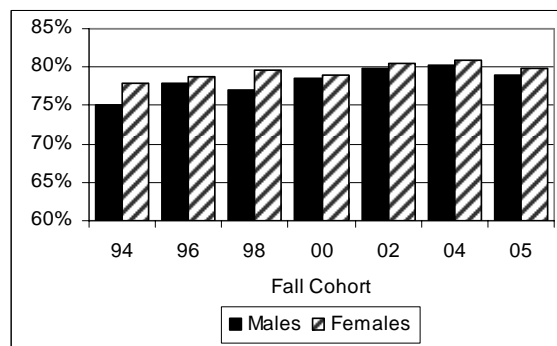
What proportion of UW new freshmen of color return for the second year?

For fall 2005 new freshmen of color, 71.6 percent of those who entered full-time returned for the second year to the same UW institution. This proportion is lower than the rate for fall 2004 new freshmen of color, 74.6 percent. *The UW System's goal is to reduce the gap in retention rates between white students and students of color*.

First to Second Year Retention Rates
UW New Freshmen Students of Color & White Students
Retained at the Institution Where Started
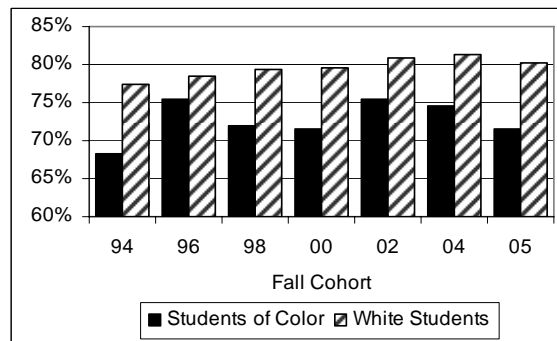
First to second year retention rates differ across racial and ethnic groups. For the fall 2005 entering class, retention rates varied from a high of 80.3 percent for White students to a low of 63.7 percent for American Indian students. See Appendix for details.

First to Second Year Retention Rates by Race/Ethnicity
Fall 2005 UW New Freshmen
Retained at the Institution Where Started
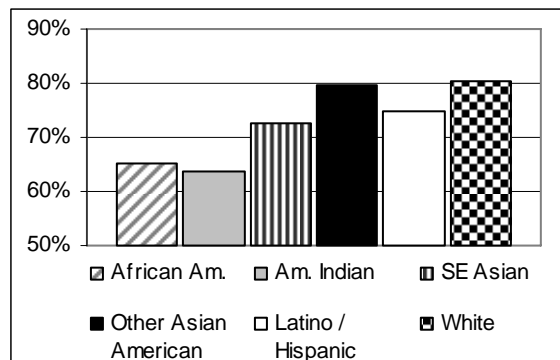
Six-Year Graduation Rates

What proportion of UW new freshmen graduate within six years?

The six-year graduation rate is a standard metric, used nationally, for assessing institutional performance. For new freshmen entering UW institutions full-time in fall 2000 (the most recent year for which six-year graduation rates can be computed), 57.6 percent graduated from the same institution within six years of matriculation. This same-institution graduation rate is higher than the most recently available national average of 54.1 percent.

Although national data are available only for students who graduate from the institution where they started as new freshmen, the inclusion of students who graduate anywhere in the UW System recognizes the value of intra-system transfers, an important component of the UW System's mission. An additional 6.6 percent of fall 2000 full-time new freshmen graduated at another UW institution, for a systemwide six-year graduation rate of 64.2 percent. This rate is above the goal of 62 percent for the 2000 cohort and above the long-term goal of 64 percent for new freshmen entering in 2004. *The UW System's long-term goal is a 64 percent six-year graduation rate at any UW institution*. See Appendix for details.

Six-Year Graduation Rates
UW New Freshmen
Graduated at Any UW Institution

Fall New Freshmen	6-Year Graduation Rates	
	Actual	Target
1989	60.0%	n/a
1990	57.6%	n/a
1991	57.0%	n/a
1992	58.5%	n/a
1993	59.6%	n/a
1994	59.3%	59.0%
1995	60.6%	60.4%
1996	61.7%	60.7%
1997	62.1%	61.0%
1998	62.2%	61.5%
1999	63.5%	61.8%
2000	64.2%	62.0%

Six-year graduation rates are higher for females than for males. For new freshmen entering full-time in fall 2000, the systemwide six-year graduation rate for men was 60.1 percent, below the rate for women of 67.3 percent.

Six-Year Graduation Rates
UW New Freshmen by Gender
Graduated at Any UW Institution
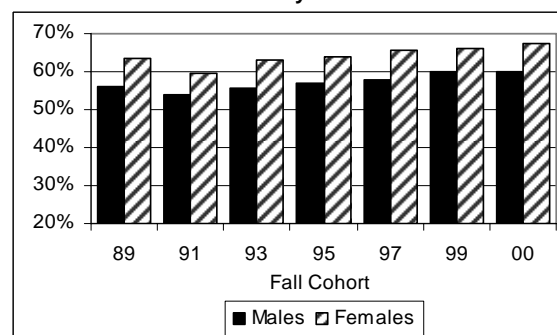
What proportion of UW new freshmen of color graduate within six years?

For fall 2000 new freshmen of color, 43.5 percent of those who entered full-time graduated within six years from a UW institution. This proportion is lower than the rate for fall 1999 new freshmen of color, 45.8 percent, which was the highest rate in the past decade. *The UW System's long-term goal is to reduce the gap in graduation rates between white students and students of color*.

Six-Year Graduation Rates
UW New Freshmen Students of Color & White Students
Graduated at Any UW Institution
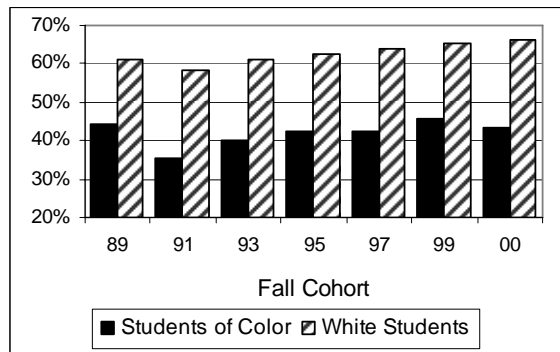
As second-year retention rates vary by race and ethnicity, so do six-year graduation rates. For the fall 2000 entering class, six-year graduation rates at any UW institution were highest for White students, 66.2 percent, and lowest for American Indian students, 31.3 percent.

Six-Year Graduation Rates by Race/Ethnicity
Fall 2000 UW New Freshmen
Graduated at Any UW Institution
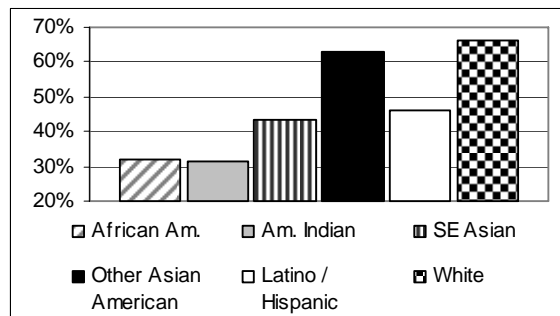
Academic Support Programs and Other Out-of-Classroom Retention-Related Activities

How well do UW institutions provide academic and other support services to students?

Academic support programs and other retention-related activities outside of the classroom are critical to the progression from matriculation to graduation. Access to quality advising by either faculty members or professional academic advisors provides the support needed to help students choose a major, select appropriate courses, meet academic requirements, and graduate in a timely manner. Other student support services, including orientation, personal counseling, and tutoring, assist with the transition to college and academic challenges

that could, if not properly addressed, impede or delay progress to graduation. *By comparing itself to national benchmarks, the UW System will assess how well it provides academic advising and other academic support services to students.*

The following survey responses were taken from the National Survey of Student Engagement (NSSE), administered in the spring semester of 2006 to University of Wisconsin seniors. When asked the extent to which their institution emphasized providing support for academic success, two-thirds (66%) of UW seniors indicated quite a bit or very much. This proportion was not statistically different from the national average of 65 percent.

When asked about the overall quality of academic advising, three out of five UW seniors (61%) indicated that advising at their institution was good or excellent. Although this proportion is 2 percentage points lower than the national average of 63 percent, the majority of UW seniors were satisfied. To ensure continuous improvement in the quality of academic advising, the UW Academic and Career Advising Task Force assists institutions in reviewing, enhancing, and assessing advising. A current initiative of the Advising Task Force is the collection of additional information to determine areas of particular dissatisfaction with academic advising so that interventions can be focused in those areas.

2006 National Survey of Student Engagement

Seniors		UW System	National
To what extent does your institution emphasize providing the support you need to help you succeed academically? (quite a bit or very much)		66%	65%
Overall, how would you evaluate the quality of academic advising you have received at your institution? (good or excellent)	*	61%	63%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal III

Improve learning competencies and provide learning experiences that foster the development of critical thinking skills

Fostering Critical Thinking Skills

How well does a UW undergraduate education promote and foster critical thinking skills?

Critical thinking skills include the ability to draw conclusions, analyze information, solve complex problems, clearly express original thought, and be objective. Critical thinking skills are one of the most essential and fundamental outcomes of learning and the foundation of a well-rounded educational curriculum. *The UW System will assess how well it fosters the development of critical thinking skills by comparing itself to national benchmarks.*

The 2006 National Survey of Student Engagement (NSSE) asked UW seniors about the effect of their UW education on their ability to think critically and analytically. Eighty-six percent (86%) felt their education contributed quite a bit or very much to this ability, higher than the 85 percent of seniors nationally. More than three-fourths of UW seniors indicated a high emphasis in their course work on applying theories to practical problems or new situations (77%) and on analyzing the basic elements of a theory in depth (82%). UW seniors matched seniors nationally on these two measures.

2006 National Survey of Student Engagement

Seniors		UW System	National
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in thinking critically and analytically? (quite a bit or very much)	*	86%	85%
During the current school year, how much has your course work emphasized applying theories or concepts to practical problems or in new situations? (quite a bit or very much)		77%	77%
During the current school year, how much has your course work emphasized analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components? (quite a bit or very much)		82%	82%

*Indicates difference between UW System average and National average is significant at the .05 level.

Assessing Learning Competencies and Outcomes

How well does a UW undergraduate education prepare students for their chosen careers and/or for graduate study?

In addition to providing a well-rounded education, the undergraduate experience prepares students for professional careers and provides the foundation for graduate study. The assessment of learning competencies, or the requisite skills and knowledge essential for competency in a profession or career, can be measured by performance on standardized post-baccalaureate examinations. Passage rates or average scores on these examinations are commonly utilized as undergraduate educational outcome measures. *The UW System will assess how well it prepares students for careers and/or graduate study by comparing UW students' scores on post-baccalaureate examinations to national and state benchmarks.*

In 2005, 604 UW graduates took the Professional Nursing Programs National Council Licensure Examination. Passage of this exam is necessary to be licensed as a registered nurse. Eighty-eight percent (88%) of UW graduates who took the examination for the first time passed. This rate is 1 percentage point higher than the national average. In the four prior years, UW System pass rates have been within 3 percentage points of the national average.

UW graduates who took the Wisconsin Uniform Certified Public Accountant (CPA) Examination, a state examination required to be a certified public accountant, had a pass rate of 58 percent. The comparable state average for graduates of all Wisconsin institutions is 52 percent. Over the years that CPA pass rates have been reported for *Achieving Excellence*, UW System has had consistently higher pass rates than the aggregate average for all Wisconsin institutions.

2005 Pass Rates on the National
Nursing Licensure Examination and the State CPA Exam
UW System and Comparison Group Averages
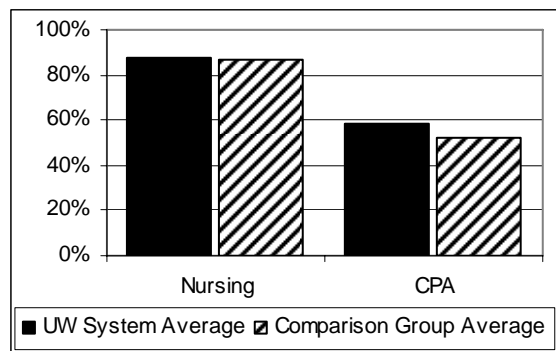
UW graduates who took the Graduate Record Examination (GRE) in 2004-05 exceeded national averages. The GRE is the most common entrance examination required for graduate school admission. On the verbal and quantitative sections, UW graduates had average scores above the national averages (489 UW System and 476 National verbal average, 604 UW System and 593 National quantitative average). In past years, UW students have consistently scored at or above national averages on the verbal and quantitative sections. On the writing portion of the GRE exam, UW graduates scored an average of four out of a maximum five points, matching the national average score.

2004-05 Graduate Record Examination (GRE) Scores
Average Scores of UW Graduates and
Graduates Nationally
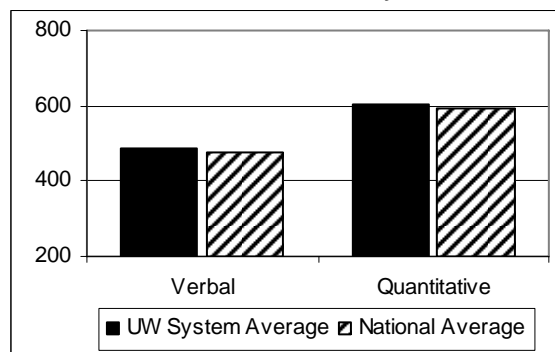
The Medical College Admissions Test (MCAT) was taken by 676 UW students in 2005. This examination is a large determinant of an applicant's admissibility to medical school. UW students scored well above national averages on all three sections. For the past few years, UW students have consistently outperformed national test takers.

2005 Medical College Admissions Test (MCAT)
Average Scores of UW Graduates and
Graduates Nationally
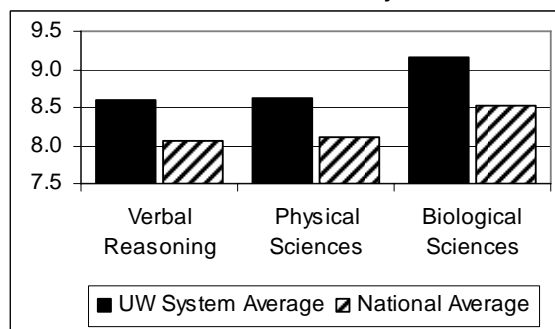
Goal IV

Provide a learning environment that fosters the ability to function in a dynamic world community

Exploration of World Cultures

How well is the UW System doing in providing an opportunity for students to explore world cultures?

The ability to function in a global society has never been more important. An individual's ability to live and work in a dynamic world community necessitates a basic understanding of one's own and other's cultures and a respect for and appreciation of cultural differences. In addition to the on-campus presence of international students and faculty, UW institutions offer international exchange and study abroad opportunities to help students gain these valuable skills. *The goal of the UW System is to increase the proportion of bachelor's degree recipients who have studied abroad.*

The number of students studying abroad in 2005-06 decreased 4 percent, or 159 students, over the prior academic year. Since 1998-99, the number of students studying abroad during a given year has increased 60 percent. In the past academic year, 2005-06, 3,948 students took advantage of study abroad opportunities, including partial semester opportunities. This is in contrast to the 1998-99 academic year, when 2,469 students studied abroad. See Appendix for details.

UW Students Studying Abroad
Unduplicated Annual Headcount*
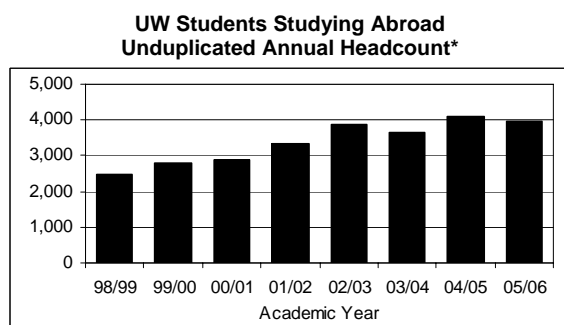
*Only includes students who studied abroad through a UW program.

The proportion of bachelor's degree recipients who studied abroad as an undergraduate has nearly doubled from 7 percent in 1998-99 to 13 percent in 2005-06. The proportion has increased gradually each year during this period. The proportion of bachelor's degree recipients who studied abroad grew approximately one-half of a percentage point in the last academic year. See Appendix for details.

Proportion of UW Bachelor's Degree Recipients
Who Studied Abroad*
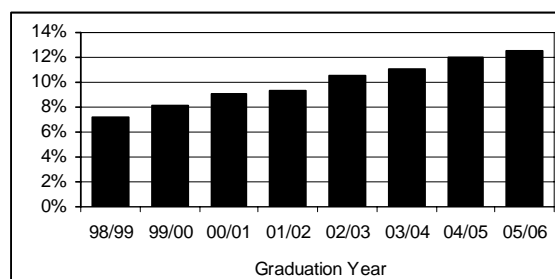
*Only includes students who studied abroad through a UW program.

The UW System is committed to reducing the financial barriers that may prohibit financially needy students from taking advantage of study abroad opportunities. In 2005-06, 813 UW students were able to study abroad with help from the UW System's Study Abroad Grant Program.

Preparation for a Diverse World

How well is the UW System doing in preparing students for a diverse world?

One aspect of a well-rounded education is the exposure to a diverse group of people, cultures, beliefs, opinions, and attitudes. *The UW System will evaluate its success in this area against national benchmark data.*

On the 2006 National Survey of Student Engagement (NSSE), UW seniors were asked about their interactions with a diverse group of fellow students and the degree to which their institution fosters this type of interaction. Slightly more than half (53%) of the UW seniors who were surveyed said that they often or very often

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had serious conversations with other students whose religious beliefs, political opinions, or personal values differed from their own. This proportion is lower than that of seniors nationally, 55 percent.

Forty-eight percent (48%) of the UW seniors surveyed said that their institution had contributed quite a bit or very much to their knowledge, skills, and personal development in understanding people of different racial and ethnic backgrounds. This proportion is below the national average of 51 percent.

2006 National Survey of Student Engagement

Seniors		UW System	National
In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values? (often or very often)	*	53%	55%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds? (quite a bit or very much)	*	48%	51%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal V

Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship

Planned Learning Experiences Outside of the Classroom

How well does the UW System provide opportunities for learning outside of the classroom?

Experiences such as cultural events, guest speakers, participation in student organizations, wellness programs, freshman interest groups, and other out-of-classroom activities provide an opportunity for students to apply what they have learned in the classroom, to develop a sense of community among fellow students and faculty members, and to learn new skills. These experiences contribute to a complete under-graduate experience and have been promoted by educational researchers as a means to improve student retention and graduation. *The UW System will assess its progress in providing planned learning experiences outside of the classroom by comparing itself to national benchmarks.*

Responses of UW seniors to questions on the 2006 National Survey of Student Engagement (NSSE) about opportunities for student participation in a variety of outside of classroom experiences were above the national average. This indicates that the UW System is successful at providing an enhanced learning environment that offers a broad range of opportunities for students to explore and discover.

More than three quarters (78%) of the seniors indicated participation in a practicum, internship, field experience, or clinical assignment during their undergraduate study. This proportion is above the national average. Three-fifths (60%) of UW seniors participated in co-curricular activities, well above the national average of 50 percent. Three-fifths (60%) of seniors also reported working with classmates outside of class in order to prepare class assignments.

2006 National Survey of Student Engagement

Seniors		UW System	National
Have you done or do you plan to do a practicum, internship, field experi-ence, co-op experience, or clinical assignment before you graduate from your institution? (done or plan to do)	*	78%	75%
About how many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student gov-ernment, social fraternity or sorority, intercollegiate, or intramural sports, etc.)? (1 hour or more)	*	60%	50%
In your experience at your institution during the current school year, about how often have you worked with classmates outside of class to pre-pare class assignments? (often or very often)	*	60%	58%

*Indicates difference between UW System average and National average is significant at the .05 level.

Faculty Mentorship, Counseling Services, and Other Out-of-Classroom Contacts that Support Learning

To what extent do UW faculty interact with students out-of-class? What other counseling support is offered outside of the classroom?

Mentoring and counseling play a significant role in fostering student success. By advising, counseling, and mentoring students, faculty and staff members help to build a supportive learning environment. *The UW System will assess its progress in providing mentoring and counseling support to students by comparing itself to national benchmarks.*

UW seniors responded to questions on the National Survey of Student Engagement (NSSE) about their experiences working with faculty members outside of the classroom. At both the UW and nationally, almost one in three seniors reported working with faculty members on research projects outside of course or program requirements. One-fifth (20%) of UW seniors reported interactions with faculty members outside of courses in the current year, above the national average of 19 percent. A more common interaction between seniors and faculty

members is discussing career plans. At the UW and nationally, just over one-third of seniors discussed career plans with a faculty member or advisor.

2006 National Survey of Student Engagement

Seniors		UW System	National
Have you done or do you plan to work on a research project with a faculty member outside of course or program requirements before you graduate from your institution? (done or plan to do)		31%	30%
In your experience at your institution during the current school year, about how often have you worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc)? (often or very often)	*	20%	19%
In your experience at your institution during the current school year, about how often have you talked about career plans with a faculty member or advisor? (often or very often)		38%	39%

*Indicates difference between UW System average and National average is significant at the .05 level.

Library personnel are another source of out-of-classroom contacts that support learning. UW System undergraduates were asked about the quality of service provided by library staff as part of the 2004 LibQUAL survey. Quality of service included whether library employees were knowledgeable, dependable, willing to help users, responded readily to questions, and gave users individual attention. Overall, UW library personnel provided a level of service closer to students' expectations than library staff nationally. The quality of library service perceived by UW undergraduates differed from students' expectations by 7 percentage points, less than the gap of 9 percentage points nationally.

Participation in Activities that Promote Good Citizenship

How well does the UW System prepare students to be responsible community members and good citizens?

Good citizenship is expressed through community service, membership and participation in civic groups, leadership in political causes, and other socially conscious activities. Preparing students to be good citizens is an important goal of the UW System. _Assessment of success in this area will be evaluated by comparisons to national benchmarks_.

UW seniors' responses to questions on the National Survey of Student Engagement (NSSE) in the area of volunteer work, course-based community service, and voting behavior are all above national averages. Seventy-five percent (75%) of UW seniors report participation in community service or volunteer work. Seventeen percent (17%) of UW seniors report having participated very often or often in a community based project as part of a course. Thirty-nine percent (39%) of UW seniors state that their institutional experience has contributed quite a bit or very much to their knowledge, skills, and personal development in voting behavior, well above the national average of 32 percent.

2006 National Survey of Student Engagement

Seniors		UW System	National
Have you done or do you plan to do community service or volunteer work before you graduate from your institution? (done or plan to do)	*	75%	71%
In your experience at your institution during the current school year, about how often have you participated in a community-based project (e.g., service learning) as part of a regular course? (often or very often)	*	17%	16%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal develop-ment in voting in local, state, or national elections? (quite a bit or very much)	*	39%	32%

*Indicates difference between UW System average and National average is significant at the .05 level.

Use of Technology in the Curriculum

How well is technology incorporated into the undergraduate curriculum?

The integration of technology into academic programs allows students to gain valuable computer skills and competencies and provides students an opportunity to apply these skills. These skills serve students well as they enter the job market or continue their education. *The UW System will assess its progress in incorporating technologies into the under-graduate curriculum.*

UW seniors, responding to questions on the National Survey of Student Engagement (NSSE), were asked about their use of email to communicate with an instructor, their use of the electronic media to complete assignments, and the degree to which their institution has contributed to their knowledge of computer and information technology. More than four-fifths (83%) of UW seniors used email often or very often to communicate with instructors, above the national average of 81 percent. More than half (56%) of UW seniors surveyed said they had used electronic media that year to complete assignments. This proportion was below the national average of 62 percent.

A substantial proportion (79%) of UW seniors reported that their institution contributed to their skills and knowledge in computing and information technology. This proportion was not statistically different from the national average of 80 percent.

2006 National Survey of Student Engagement

Seniors		UW System	National
In your experience at your institution during the current school year, about how often have you used email to communicate with an instructor? (often or very often)	*	83%	81%
In your experience at your institution during the current school year, about how often have you used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment? (often or very often)	*	56%	62%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology? (quite a bit or very much)		79%	80%

*Indicates difference between UW System average and National average is significant at the .05 level.

Goal VI

Efficient and effective stewardship of resources

Condition of Classrooms and Maintenance of Other Facilities

How technology-ready are UW System's classrooms?

Technological advances over the past decade have dramatically altered traditional models of teaching and learning, with electronic media playing an increasingly vital role in today's university curriculum. Both student and faculty expectations for access to technology-ready classrooms have risen in recent years. This has resulted in a substantial unmet demand for classrooms that offer the requisite technology needed in today's learning environment.

Overall, the UW System (excluding UW Colleges) has over 1,600 general assignment classrooms of varying sizes, encompassing over 1.4 million square feet of space. Currently, approximately 34 percent of these essential instructional spaces need technology improvements, and 36 percent require some degree of remodeling.

The UW System classifies its classroom technology readiness into six categories ranging from a Level 0 classroom, which does not meet even basic classroom technology standards, to a distance learning classroom, which is capable of fully supporting distance education with a two-way video system.

Since 1995, substantial progress has been made in upgrading classrooms, moving the UW System closer to desired classroom technology levels. Nearly $48 million ($45 million in state GPR funding and $2.8 million in non-GPR funding) has been approved over the past ten years, providing 461 classrooms with updated environments and contemporary technology and installing higher capacity data wiring in selected buildings at all institutions.

In 2006, UW System conducted a survey to re-evaluate the extent of unmet classroom needs at each institution. The survey indicated increased demand for the more sophisticated 3 and 3+ classroom technology levels, reflecting the increasing use of technology by faculty in classroom instruction. The classroom updates approved for 2005-07 will result in a substantial increase in the percent of Level 3 and 3+ classrooms. However, there remains a continuing need for funding to achieve goals in meeting contemporary instructional technology requirements.

Actual versus Needed Classroom Technology Levels

Level	0 & 1	2	3	3+	Distance Learning
Prior to 1995	81%	12%	6%	*	1%
1995-97	78%	14%	6%	*	2%
1997-99	71%	19%	7%	*	3%
1999-01	57%	15%	18%	7%	3%
2001-03	54%	14%	21%	8%	3%
2003-05	52%	14%	22%	9%	3%
2005-07**	30%	13%	37%	18%	2%
Needed	**16%**	**11%**	**44%**	**27%**	**2%**

* Technology Level 3+ added in 2000.
** Anticipated levels after approved projects have been implemented.

The UW Board of Regents reaffirmed the high priority of the UW System's Classroom Renovation/Instructional Technology program by submitting a $6.5 million request as part of the 2007-09 Capital Budget. As part of that budget, the Regents also supported four new academic building proposals (UW-La Crosse, UW-Oshkosh, UW-Parkside, and UW-Superior), which the Building Commission and Legislature will consider in 2007 for funding. New technologically enhanced classrooms provided under the four capital projects will enable demolition or reassignment of 73 existing classrooms to more appropriate uses. *The UW System's goal is to reduce the gap between actual and needed technology levels.*

How well are UW System facilities maintained?

Recognizing its responsibility to preserve significant facilities investments, the UW System approaches facilities maintenance through both operational and capital budget initiatives, addressing routine and life cycle maintenance. Computerized maintenance management systems and capital asset management systems

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have been implemented at each institution. These systems track current and projected future maintenance needs, and provide valuable references during long-range maintenance planning processes.

Considering the UW System's aging physical plant and the increasing complexities of facilities infrastructure needs, the UW System has implemented a long-range maintenance planning process at each institution. Maintenance planning and campus physical development planning for the 2007-09 biennium have been formally documented and integrated into a single reference, providing a comprehensive context for all campus planning decisions and project implementation. The maintenance plan identifies long-range (six to ten-year horizon) maintenance issues across each institution and short-term (two-year horizon) maintenance projects. Each planning cycle further refines the maintenance priorities for the UW System. Maintenance planning and documentation provide the basis for efficient project packaging and implementation.

The UW System receives General Fund Supported Borrowing (GFSB) biennially for maintenance projects, although a significant gap between the documented need for maintenance and funding has existed since 1993. Funding for maintenance has met approximately half of the need since 2001. During 2005-07, 350 requests totaling $250 million GFSB were submitted for capital funding, and it is estimated only 150 requests totaling $120 million GFSB will be funded. *The UW System's goal is to reduce the backlog of maintenance.* Progress in this area could be accelerated through increased maintenance funding allocations.

Human Resources

Does the UW System allocate adequate funds to faculty and staff professional development?

In order to provide quality instructional and support services, UW faculty and staff need to update their skills and keep current in their chosen professional areas. Participation in ongoing training, professional organizations, and conferences allow faculty and staff members to develop professionally in order to serve students better. *The UW System's goal is to maintain an allocation of at least 1 percent of its payroll to professional development.*

The UW System has consistently spent at least 1 percent of its payroll on professional development activities for faculty and staff over the past decade. These activities include conference travel and specific career-related training. The actual dollars spent on professional development have increased from $16.7 million in 1996-97 to a high of $23.3 million in the most recent fiscal year, 2005-06. Professional development dollars, as a proportion of the total payroll, have increased to 1.4 percent from 1.3 percent in 2003-04, but remain below the 1997-98 to 2000-01 plateau of 1.6 percent.

UW System Professional Development Expenditures

Year	Annual $ (Millions)	% of Payroll
1996-97	16.7	1.5
1997-98	18.6	1.6
1998-99	19.2	1.6
1999-00	20.4	1.6
2000-01	22.3	1.6
2001-02	20.6	1.4
2002-03	19.3	1.3
2003-04	20.6	1.3
2004-05	22.9	1.4
2005-06	23.3	1.4

Utilization of Technology Resources

How accessible are the UW System's computing services and technologies to students and staff members?

Providing accessible and modern computing facilities is critical to UW System's teaching, research, and public service mission in the 21st century. Accessible and modern computing facilities also serve to attract quality faculty and students. In order to expand the UW System's technology infrastructure and the distributed learning system to meet demands for upgraded computers, improved access, support, and training, the UW System must explore both reallocation of current dollars and new funding initiatives. *The UW System will assess its progress in this area by comparing itself to national benchmarks*.

Since the National Survey of Student Engagement does not specifically address the accessibility of information technology, progress in this area is assessed through the responses to the ACT Alumni Outcomes Survey, administered in 2005 to a sample of UW alumni from the classes of 2000-01, 2001-02, and 2002-03.

UW alumni were asked if they felt their institution had an extensive computer system, including equipment, labs, and computer services. Three-fourths (75%) of alumni said they agreed or strongly agreed with this statement. This proportion is higher than the 64 percent of alumni at other public colleges and universities nationwide.

2005 ACT Alumni Outcomes Survey

		UW System	National
Level of agreement that there were extensive computer system, services, equipment, labs, etc. (strongly agree or agree)	*	75%	64%

*Indicates difference between UW System average and National average is significant at the .05 level.

Allocation of Resources

How successful is the UW System in managing its resources creatively and efficiently, through the development of collaborative academic programs and initiatives?

In order to leverage its resources, the UW System encourages and promotes collaboration among its institutions and with others through partnerships. The UW System seeks collaboration in both academic and administrative areas to operate efficiently and effectively. *Progress in this area can be demonstrated by the number of collaborative efforts*.

Academic collaborations include degree programs and initiatives among UW institutions and between UW and non-UW partners. Within the UW System, collaborative degree programs have been developed among UW four-year institutions and between UW four-year institutions and UW Colleges campuses.

Collaborative Degree Programs Among UW Four-Year Institutions

Collaborative Programs	Partner Institutions
Collaborative Nursing Program	EAU, GBY, MSN, MIL, OSH
Master's of Business Administration	EAU, LAC, OSH, PKS, EXT
Clinical Doctorate in Physical Therapy	LAC, MIL
MS in Social Work	GBY, OSH
MS in Educational Psychology	GBY, MIL
BS in Nursing	EAU, GBY, MSN, MIL, OSH
MS in Administrative Leadership	MIL, GBY
MS in Educational Psychology	MIL, GBY
BS in Nursing	MIL, PKS
MS in Educational Admin.	MSN, OSH
Clinical Doctorate in Audiology	MSN, STP
MS in Educational Admin.	MSN, WTW
MS in Reading Education	OSH, GBY
Master's in Public Administration	OSH, WTW
MS in Counselor Education	OSH, STP
MEd in Educational Admin.	SUP, STP, EAU

EAU=Eau Claire, GBY=Green Bay, LAC=La Crosse, MSN=Madison, MIL=Milwaukee, OSH=Oshkosh, PKS=Parkside, STP=Stevens Point, SUP=Superior, WTW=Whitewater, EXT=UW-Extension

In addition, UW institutions continue to develop collaborative academic arrangements with non-UW partners. Two new UW majors articulate with technical degrees received through the Wisconsin Technical College System (WTCS). The Bachelor of Fire and Emergency Response Management at UW-Oshkosh offers a degree completion option for students who have an associate degree in fire protection from a Wisconsin Technical College. Also, a new Bachelor of Science in Information and Communication Technologies at UW-Stout offers a degree completion option for place-bound, working adults who have an information technology-related associate degree from a Wisconsin Technical College.

In 2005-06, the UWS/WTCS Committee on Baccalaureate Expansion (COBE) continued its work to recommend cost-effective and collaborative strategies to increase the number of degree recipients in the state. Using funding received in the 2005-07 biennium, COBE provided planning grants to four UW institutions for the development of new collaborative degree completion programs.

UW institutions also partner with institutions outside of the country, as a way to ensure students are educated for the global reality of the 21st century. A new Masters of Computer Science degree at UW-Platteville is designed and delivered in partnership with the University of Applied Sciences in Darmstadt, Germany and with James Cook University in Townsville, Australia. Similarly, a new UW-Oshkosh Global Masters in Business Administration is offered in collaboration with the University of Applied Sciences in Darmstadt, Germany, and with T.A. PAI Management Institute in Bangalore, India.

Collaborative Degree Programs Between UW Four-Year Institutions and UW 2-Year Institutions

Collaborative Program (UW 4-Yr Inst.)	UW 2-Year Institution
BA in Org. Admin. (MIL)	Baraboo, Barron Co., Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
BS in Info. Resources (MIL)	Baraboo, Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
BS in Nursing (MIL)	Washington Co.
BA in Communication (MIL)	Baraboo, Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
2+2 in School of Engineering (MIL)	Waukesha
2+2 in School of Social Work (MIL)	Waukesha
Extended Degree Prog. (GBY)	Manitowoc
BLS in Org. Admin. (OSH)	Fond du Lac, Fox Valley
BS in Nursing (OSH)	Marathon Co.
BS in Engineering (PLT)	Fox Valley, Rock Co.
BS in Management (STO)	Fond du Lac, Sheboygan
BA in Business Admin. (STP)	Marathon Co., Marshfield
BA in General Studies (STP)	Barron Co., Fond du Lac, Fox Valley, Marathon Co., Marinette, Marshfield
BA in Web & Digital Media Development (STP)	Marathon Co., Marshfield
BA in Liberal Studies (WTW)	Rock Co.

GBY=Green Bay, MIL=Milwaukee, OSH=Oshkosh, PLT=Platteville, STP=Stevens Point, STO=Stout, WTW=Whitewater

How successful is the UW System in managing its resources creatively and efficiently, through the development of service and contract collaborations?

Over the past several years, efforts have been made to save money by collaborating on administrative software, service contracts, and licensure agreements. Examples of past collaborative administrative efforts among UW institutions include the Shared Financial System, the PeopleSoft Student Information System, the ESRI Geographical Information System, common library automation software, and license agreements with Oracle and Microsoft. *Progress in this area can be demonstrated by the number and growth of service and contract collaborations*.

The major source of cost avoidance in fiscal year 2006 was the consolidation of a food contract for UW institutions operating their own food service, resulting in savings of $900,000 over five years. The UW System continues to realize savings from contracts negotiated in previous years. The UW System also assisted state purchasing staff with a series of statewide contracts.

Cost Savings Agreements

Cost Agreement	Savings
Food Contract	$900,000

UW institutions impact worker's compensation costs through proactive safety programs. During 2005-06, the UW System hosted a second workshop with custodial supervisors to study methods to prevent injuries to UW custodial staff. Although it is difficult to measure the direct effect of safety programs, custodial injuries dropped 17.5 percent from 2005 to 2006, which resulted in a reduction of $275,000 in paid losses.

How do the UW System's administrative costs compare to its peer systems?

Keeping administrative costs low allows institutions to concentrate resources on instruction and other student related activities. The UW System takes pride in setting the benchmark for low administrative costs compared to peer institutions. *The UW System will assess its success in maintaining low administrative costs by comparing itself to peer systems*.

The UW System identifies administrative expenditures using a classification system developed by the National Association of College and University Business Officers (NACUBO). Under this classification, administrative activities include systemwide management and long-range planning, fiscal operations, administrative computing support, space management, personnel management, and some other functions. Because this classification system is used for reporting to the federal Integrated Postsecondary Education Data System (IPEDS), it permits comparisons of administrative costs between the UW System and other public university systems in the nation.

In 2004-05, the most recent year available, 6 percent of the UW System's expenditures were for administrative costs. In comparison, the UW System's peers expended an average of 10 percent for administrative costs. The UW System has consistently allocated a lower percentage of funds to administration than other higher education institutions nationally.

Percent Expended for Administrative Costs in FY 2005 UW System and Peer University System Averages
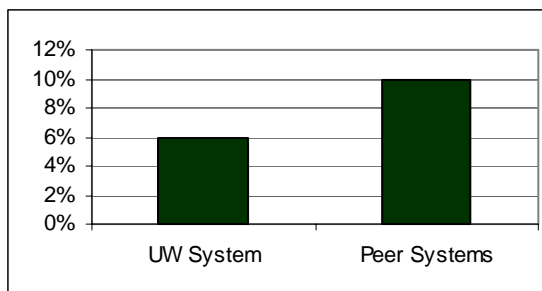
In December 2005, the National Center for Higher Education Management Systems (NCHEMS) ranked Wisconsin among the most productive public sectors of higher education relative to the level of funding from state appropriations, tuition, and fees. Wisconsin ranked fourth among states in the performance of its public research universities and fifth in the performance of its public comprehensive universities.

Average Number of Credits Taken by Bachelor's Degree Recipients

What is the average number of credits taken by UW System students earning bachelor's degrees?

The UW System recognizes that students benefit from exploring new fields, taking extra classes for improved job marketability or for personal development, and completing more than one major or a certificate program in addition to their primary majors. However, these desires need to be balanced with the need for UW institutions to accommodate new students who would like to begin their undergraduate studies. For this reason, all UW institutions have reduced the total number of credits required for graduation to between 120 and 128, with the exception of certain professional degree programs, while maintaining educational quality. This allows students to take more credits than required for graduation but not at the expense of access for others.

Several factors influence the number of credits that undergraduate students take while earning bachelor's degrees. Students often change majors, transfer to other UW institutions, and take extra electives. Institution controlled factors include the number of credits required for degree completion, course availability, the availability of and quality of academic advising, the number of credits accepted for transfer, and the number of students who earn college credits while in high school.

The 2005-06 UW graduates took an average of 134 credits between the time they were new freshmen and the awarding of their bachelor's degrees. This is a reduction from 135 for graduates in the previous year. By reducing credits to degree from 145 in 1993-94 to 134, the UW System has surpassed the target of 140 set by the UW Board of Regents. See Appendix for details.

**Average Number of Attempted Credits
UW Students Earning Bachelor's Degrees**
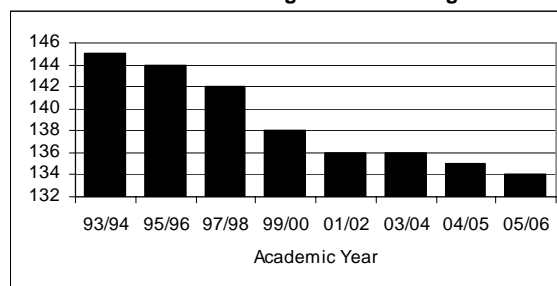
In an attempt to ensure that the number of credits taken prior to degree remains at or below the UW System target, the UW Board of Regents enacted a policy requiring UW institutions to review degree requirements and to counsel students who are accumulating a large number of credits. Effective fall 2004, the policy also imposes a surcharge on students who earn in excess of 165 credits or 30 more than required for a degree. *The UW System's goal is to continue to decrease the average credits to degree.*

SECTION III: Compendium of Other UW System Reports

1) <u>Access to the UW System for Wisconsin High School Graduates</u>
    Contact: Office of Policy Analysis and Research
    Published in October 2000
    Provides detailed information regarding access to UW institutions.

2) <u>Access to the UW System: Service Rates by Family Income</u>
    Contact: Office of Policy Analysis and Research
    Published in June 2001
    Provides information on applications, admissions, and enrollments of new freshmen by family income level.

3) <u>Expanding Access to Baccalaureate Education in Wisconsin</u>
    Report of the Joint UWS/WTCS Committee on Baccalaureate Expansion

    Contact: Academic and Student Services/Office of Policy Analysis and Research
    Published in January 2005
    Examines the number and nature of baccalaureate degree holders in Wisconsin as compared with other
    states, determines why Wisconsin is lagging behind, and recommends cost effective and collaborative
    strategies to provide access and opportunities to expand the number of baccalaureate degree completers in
    the state.

4) <u>Universal Access Whitepaper</u>
    Contact: Office of Learning and Information Technology
    Published in March 2000
    Presents systemwide findings regarding the demand for access to various forms of information technology.

5) <u>Accountability for Achievement Report</u>
    Contact: Office of Policy Analysis and Research
    Published in December 1998
    Final iteration of the first mandated UW System accountability report.

6) <u>Charting a New Course for the UW System</u>
    Contact: Board of Regents Office
    Report by the Board of Regents, presented in June 2004
    Study by the Board of Regents in collaboration with students, faculty, staff, and others on ways to address
    the needs of Wisconsin's future.

7) <u>Competitive Pay Report</u>
    Contact: Office of Budget and Planning
    Prepared annually
    Provides information on the amounts given for UW pay increases for competitive reasons.

8) <u>Continuing Appropriation</u>
    Contact: Office of Budget and Planning
    Prepared annually
    Provides the amount by which expenditures from the tuition appropriation exceeded the amount shown in the
    appropriation schedule.

9) <u>University of Wisconsin System and Wisconsin Technical College System Plan for Enhancing
    Credit Transfer and Expanding the Number of Baccalaureate Degree Holders in Wisconsin</u>
    Contact: Office of Academic and Student Services
    Presented to the Board of Regents in November 2003
    Provides information on proposed new transfer initiatives that will enhance opportunities for WTCS students
    transferring into UW institutions.

10) <u>Degrees Conferred</u>

   Contact: Office of Policy Analysis and Research
   Published annually
   Reports on degrees conferred by discipline, level, race, and gender.

11) <u>University of Wisconsin System Report on Efficiencies and Effectiveness</u>

   Contact: Office of Financial Administration
   Presented to the Board of Regents in April 2000
   Focuses on administrative and instructional efficiencies, as well as the effectiveness and efficiency of student support.

12) <u>Equality for Women in the University of Wisconsin System</u>

   Contact: Office of Academic and Student Services
   Prepared in 2000
   Presents findings and recommendations from the Committee on the Status of Women in the University of Wisconsin System.

13) <u>Expenditure of Gift and Grant Funds</u>

   Contact: Office of Financial Administration
   Prepared annually
   Provides information on expenditures during the preceding fiscal year from nonfederal funds.

14) <u>University of Wisconsin System Fact Book</u>

   Contact: Office of Communications and External Relations
   Prepared annually
   Offers academic, financial, faculty, and general data.

15) <u>Annual Financial Report</u>

   Contact: Office of Financial Administration
   Presented to the Board of Regents annually in February
   Provides detailed information on revenue sources and expenditures.

16) <u>GPR Position Authority</u>

   Contact: Office of Budget and Planning
   Prepared annually
   Provides the number of FTE positions created or abolished within base resources in the prior fiscal year.

17) <u>Industrial and Economic Development Research Report</u>

   Contact: Office of Budget and Planning
   Prepared biennially
   Provides information on projects supported with industrial and economic development research funds.

18) <u>University of Wisconsin System Information Technology Plan</u>

   Contact: Office of Learning and Information Technology
   Prepared in 2001
   Presents plans for systemwide and campus-specific technology infrastructures.

19) <u>Institutional Efficiency and Student Success: The Relationship Between Credits-to-Degree, Time-to-Degree, and Graduation Rates</u>

   Contact: Office of Policy Analysis and Research
   Published in May 2002
   Provides information on the experience of UW institutions regarding the relationship of credits-to-degree, time-to-degree, and graduation rates.

20) <u>Introduction to the University of Wisconsin System</u>

Contact: UW HELP Office
Prepared annually
Offers information for prospective students, parents, and other interested citizens of Wisconsin.

21) <u>Management to Staff Ratio</u>

Contact: Office of Human Resources
Prepared annually
Provides definitions of the terms "management" and "staff" which includes: a) the definitions used by the Board to categorize the positions; b) a list of the position titles in each category; c) the criteria used by the Board to categorize the positions; and d) the current number of authorized positions in each category at each campus.

22) <u>Minority and Disadvantaged Student Annual Report</u>

Contact: Office of Academic Diversity and Development
Prepared annually
Presents a wide range of data related to diversity and fulfills legislative requirements.

23) <u>The University of Wisconsin Mission</u>

Contact: Board of Regents Office
Revised in August 1999
Provides information on systemwide and institutional missions.

24) <u>The New Freshman Class</u>

Contact: Office of Policy Analysis and Research
Published annually
Provides demographic data about fall new freshmen entering the UW System.

25) <u>Plan 2008: Educational Quality through Racial and Ethnic Diversity</u>

Contact: Office of Academic Diversity and Development
Presented to the Board of Regents in June 1999, with subsequent progress reports
Presents the UW System's plans for promoting racial and ethnic diversity including data on precollege, admissions, enrollment, financial aid, faculty, unclassified and classified staff, and summary of institutional plans.

26) <u>Program Revenue Position Authority</u>

Contact: Office of Budget and Planning
Prepared quarterly
Provides information regarding positions created or abolished the previous quarter and their funding source.

27) <u>Program Revenue Spending Authority</u>

Contact: Office of Financial Administration
Prepared annually
Provides information on expenditures in excess of the original annual allotments for auxiliary operations and general operational receipts.

28) <u>Program Review and Planning in the UW System</u>

Contact: Office of Academic and Student Services
Prepared annually
Provides information on approval of programs, program reviews, and accreditation.

29) <u>Report on the Recommendations of the Accountability Task Force</u>

Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in June 2000
Provides the blueprint for *Achieving Excellence:* The University of Wisconsin System Accountability Report.

30) <u>Remedial Education in the UW System</u>

Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in October 2006
Presents information regarding students requiring Math and English remediation.

31) <u>Research and Public Service Report</u>

Contact: Office of Budget and Planning
Prepared biennially
Provides information on the purpose, duration, cost, and anticipated completion date of all research and public service projects.

32) <u>Retention and Graduation of New Freshmen</u>

Contact: Office of Policy Analysis and Research
Published annually
Provides detailed information regarding the retention and graduation of UW students.

33) <u>Serving Adult Students of the University of Wisconsin Through Biennial Budget Appropriations</u>

Contact: Office of Policy Analysis and Research
Prepared annually
Provides the number and the type of courses offered by the UW System that are charged on a fee-recovery basis and the number of students enrolled in such classes.

34) <u>Student Financial Aid</u>

Contact: Office of Policy Analysis and Research
Published annually
Offers information regarding the types and quantities of financial assistance received by UW students.

35) <u>Transfers from the Wisconsin Technical Colleges to the University of Wisconsin System</u>

Contact: Office of Policy Analysis and Research
Prepared annually
Provides information on enrollment, demographics, and outcomes of transfer students.

36) <u>Trends in Enrollment</u>

Contact: Office of Policy Analysis and Research
Published annually
Reports data regarding fall full-time equivalent and headcount enrollment.

37) <u>Annual Report on Undergraduate Course Drop Rates</u>

Contact: Office of Policy Analysis and Research
Presented to the Board of Regents annually in September
Provides course drop rates by campus and systemwide.

Appendix

Table 1
University of Wisconsin System
Fall Instructional Workload

		UW-Madison*			UW-Milwaukee		
		FA	**IAS**	**GA**	**FA**	**IAS**	**GA**
Weekly Group Contact Hours:	2005	5.8	7.3	9.0	7.0	13.5	8.8
	2004	5.8	7.0	9.3	6.2	12.1	7.6
	2003	6.1	7.1	9.1	6.9	13.3	8.3
	2002	5.4	7.4	8.2	6.6	14.3	7.9
	2001	5.9	7.1	9.2	7.2	12.7	8.7
	2000	6.0	7.2	8.9	7.7	13.8	8.6
	1999	5.8	6.8	8.9	8.3	12.0	8.8
Avg. Student Credit Hours:	2005	199	214	122	158	331	187
	2004	208	202	120	156	331	154
	2003	222	200	115	161	333	175
	2002	196	212	133	162	345	157
	2001	199	205	135	157	304	170
	2000	197	212	130	168	321	173
	1999	193	201	137	172	302	180
Avg. Group Instruction:	2005	1.9	2.0	0.8	2.2	4.1	1.4
(Primary Section)	2004	1.9	1.9	0.9	2.0	4.1	1.1
	2003	2.0	1.9	0.8	2.0	4.0	1.0
	2002	1.9	2.0	0.9	2.0	4.3	1.0
	2001	1.9	1.9	0.9	2.2	3.7	1.0
	2000	1.9	1.9	0.8	2.3	4.0	1.0
	1999	1.9	1.9	0.9	2.4	3.6	1.0
Avg. Individual Instruction:	2005	5.9	3.6	0.6	3.4	3.0	0.0
(Enrollment)	2004	6.2	3.5	0.2	3.2	2.3	0.1
	2003	6.0	3.9	0.3	3.1	2.8	0.0
	2002	5.8	3.7	0.2	3.0	2.7	0.0
	2001	5.8	3.9	0.2	2.5	3.4	0.2
	2000	5.7	3.8	0.2	2.8	4.0	0.0
	1999	5.9	3.5	0.2	3.0	3.6	0.3

		UW Comprehensives			UW Colleges		
		FA	**IAS**	**GA**	**FA**	**IAS**	**GA**
Weekly Group Contact Hours:	2005	11.6	15.3		13.1	20.2	
	2004	11.6	14.9		13.0	22.8	
	2003	11.7	14.7		13.1	21.6	
	2002	11.7	14.2		14.1	26.7	
	2001	11.7	14.7		14.4	25.4	
	2000	11.6	14.8		13.9	25.6	
	1999	11.6	14.2		13.6	22.4	
Avg. Student Credit Hours:	2005	284	370		257	430	
	2004	283	372		267	407	
	2003	291	364		271	418	
	2002	286	349		287	390	
	2001	282	353		290	403	
	2000	284	357		280	379	
	1999	287	350		282	372	
Avg. Group Instruction:	2005	3.3	5.1		3.9	7.8	
(Primary Section)	2004	3.4	4.7		3.9	7.8	
	2003	3.4	4.7		3.8	7.8	
	2002	3.4	4.5		4.0	9.1	
	2001	3.4	4.6		4.1	8.6	
	2000	3.3	4.6		3.9	8.3	
	1999	3.4	4.4		3.9	7.1	
Avg. Individual Instruction:	2005	3.7	5.1		0.3	0.0	
(Enrollment)	2004	3.8	4.7		0.1	0.1	
	2003	3.9	5.3		0.2	0.0	
	2002	4.1	5.0		0.2	0.2	
	2001	3.7	4.4		0.2	0.3	
	2000	3.8	4.5		0.1	1.0	
	1999	4.0	5.1		0.4	0.8	

*Excludes UW-Madison's Law, Med, and Vet Med.
FA = Faculty   IAS = Instructional Academic Staff   GA = Graduate Assistant

Table 2
University of Wisconsin System
Enrollment of Non-Traditional Students

		1996	1998	2000	2002	2004	2005	2006
UW-Eau Claire	Undergraduate	1,098	891	774	842	829	748	728
	Graduate	353	408	284	303	287	257	240
UW-Green Bay	Undergraduate	1,374	1,375	1,170	1,163	977	1,051	846
	Graduate	182	189	178	149	135	113	85
UW-La Crosse	Undergraduate	866	761	611	499	504	453	420
	Graduate	277	379	426	756	499	522	630
UW-Madison	Undergraduate	3,874	3,103	2,604	2,320	2,264	2,252	2,250
	Graduate	4,345	3,979	3,893	3,743	3,539	3,587	3,627
UW-Milwaukee	Undergraduate	6,027	5,537	4,903	4,514	4,681	4,495	4,419
	Graduate	2,402	2,321	2,340	2,180	2,169	2,215	2,200
UW-Oshkosh	Undergraduate	1,556	1,481	1,354	1,426	1,420	1,449	1,519
	Graduate	1,010	1,093	948	895	796	814	792
UW-Parkside	Undergraduate	1,502	1,255	1,303	1,256	1,171	1,163	1,147
	Graduate	135	118	103	84	57	52	68
UW-Platteville	Undergraduate	747	457	621	720	586	601	610
	Graduate	199	139	155	276	325	432	424
UW-River Falls	Undergraduate	735	537	502	466	466	498	494
	Graduate	240	218	217	219	256	240	272
UW-Stevens Point	Undergraduate	1,344	1,215	1,013	1,074	1,016	950	969
	Graduate	359	333	270	289	244	179	190
UW-Stout	Undergraduate	1,088	1,015	839	940	842	873	884
	Graduate	379	381	342	372	394	429	463
UW-Superior	Undergraduate	712	695	731	662	677	770	819
	Graduate	385	289	258	260	204	188	193
UW-Whitewater	Undergraduate	1,268	1,164	1,007	960	969	894	883
	Graduate	698	624	673	695	720	668	611
UW Colleges	Undergraduate	3,321	3,137	3,468	4,030	3,784	3,898	4,035
UW System Total	Undergraduate	25,512	22,623	20,900	20,872	20,186	20,095	20,023
	Graduate	10,964	10,471	10,087	10,221	9,625	9,696	9,795

Table 3
University of Wisconsin System
Distance Education Course Offerings

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW-Eau Claire	72	100	110	118	120	124
UW-Green Bay	50	57	59	66	67	53
UW-La Crosse	26	14	10	8	8	11
UW-Madison	106	162	197	220	251	253
UW-Milwaukee	45	24	79	175	197	219
UW-Oshkosh	65	68	66	65	127	126
UW-Parkside	19	19	21	25	15	35
UW-Platteville	25	35	84	106	121	196
UW-River Falls	6	4	11	7	5	11
UW-Stevens Point	64	64	82	119	153	117
UW-Stout	113	131	184	212	215	253
UW-Superior	6	14	17	19	50	47
UW-Whitewater	46	62	76	106	139	156
UW Colleges	108	107	129	118	150	154
UW System Total	751	861	1,125	1,364	1,618	1,755

Table 4
University of Wisconsin System
Distance Education Course Enrollments

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW-Eau Claire	752	1,261	1,606	2,112	2,179	2,205
UW-Green Bay	444	639	594	619	704	650
UW-La Crosse	148	62	38	32	57	66
UW-Madison	5,011	6,915	8,184	9,996	10,690	9,336
UW-Milwaukee	930	860	2,567	4,273	4,089	5,170
UW-Oshkosh	922	1,080	1,111	1,283	2,463	2,731
UW-Parkside	58	79	65	66	40	99
UW-Platteville	288	314	835	1,233	1,510	2,312
UW-River Falls	46	16	305	75	57	196
UW-Stevens Point	944	1,016	1,212	1,557	1,965	1,237
UW-Stout	1,372	2,051	3,548	4,163	5,009	6,224
UW-Superior	49	146	184	153	384	283
UW-Whitewater	1,358	1,957	2,416	2,887	4,299	4,708
UW Colleges	2,401	2,886	3,858	3,185	4,911	5,344
UW System Total	14,723	19,282	26,523	31,634	38,357	40,561

Table 5
University of Wisconsin System
First to Second Year Retention Rates at Institution Where Started
for New Freshmen Entering Full-Time

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,125	80.2	2,050	81.2	1,867	79.1	2,019	83.0	2,059	82.4
UW-Green Bay	863	74.3	896	80.6	943	74.5	975	75.5	902	75.9
UW-La Crosse	1,590	85.0	1,552	84.5	1,502	85.8	1,535	87.2	1,747	85.3
UW-Madison	5,979	91.8	5,443	92.0	5,464	92.2	5,419	93.8	5,934	93.0
UW-Milwaukee	2,783	72.3	3,050	71.2	3,402	72.8	2,753	72.7	2,685	69.7
UW-Oshkosh	1,822	72.0	1,774	75.7	1,764	76.2	1,708	76.5	1,617	74.1
UW-Parkside	854	63.3	760	67.0	863	61.5	890	64.5	783	63.0
UW-Platteville	1,039	76.1	1,120	80.7	1,116	77.3	1,164	75.9	1,218	76.6
UW-River Falls	1,105	70.0	1,043	74.9	1,219	76.9	1,196	75.8	1,188	70.6
UW-Stevens Point	1,505	77.3	1,464	75.8	1,498	78.8	1,525	75.7	1,521	76.1
UW-Stout	1,272	73.3	1,303	72.3	1,245	73.3	1,245	73.2	1,668	71.5
UW-Superior	326	70.9	257	68.9	328	63.4	323	70.0	324	65.7
UW-Whitewater	1,857	77.1	2,004	77.9	1,824	76.8	1,745	76.6	1,701	74.2
UW System Total	23,120	79.5	22,716	80.1	23,035	79.7	22,497	80.6	23,347	79.5

Table 6
University of Wisconsin System
Six-Year Graduation Rates at Any UW Institution
for New Freshmen Entering Full-Time

	Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,031	62.7	2,160	64.8	2,138	67.3	2,002	69.5	2,078	68.6
UW-Green Bay	939	52.2	895	57.2	946	57.8	879	57.5	929	64.3
UW-La Crosse	1,720	66.7	1,700	68.3	1,740	71.0	1,631	72.7	1,609	72.7
UW-Madison	5,394	77.8	5,828	78.3	5,548	79.0	5,520	79.8	5,636	81.0
UW-Milwaukee	2,033	43.9	2,272	43.1	2,513	41.4	2,694	47.1	2,663	48.0
UW-Oshkosh	1,501	52.0	1,719	53.9	1,894	53.2	1,834	57.2	1,624	55.0
UW-Parkside	606	34.3	726	38.8	790	37.5	811	37.7	747	37.2
UW-Platteville	933	62.0	978	56.4	1,118	55.1	1,093	59.7	958	56.8
UW-River Falls	1,149	56.7	1,144	60.4	1,199	62.0	1,104	61.1	1,096	60.5
UW-Stevens Point	1,555	64.5	1,527	63.9	1,503	67.1	1,490	67.2	1,518	67.5
UW-Stout	1,275	52.5	1,241	50.8	1,333	52.6	1,317	53.1	1,307	53.9
UW-Superior	308	37.7	326	37.1	376	38.8	406	41.1	395	39.0
UW-Whitewater	1,825	61.1	1,881	58.7	1,901	60.9	1,877	57.2	2,052	59.1
UW System Total	21,269	61.7	22,397	62.1	22,999	62.2	22,658	63.5	22,612	64.2

Table 7
University of Wisconsin System
First to Second Year Retention Rates at Institution Where Started
for New Freshmen Entering Full-Time, by Race/Ethnicity, Fall 2005

Institution	African American	American Indian	Southeast Asian	Other Asian American	Latino / Hispanic	Students of Color	White	Total**
UW-Eau Claire								
Cohort	10	11	29	30	15	**95**	1,952	**2,059**
Rate (%)	100.0	100.0	75.9	66.7	86.7	**80.0**	82.6	**82.4**
UW-Green Bay								
Cohort	6	12	14	8	11	**51**	842	**902**
Rate (%)	*	66.7	64.3	*	54.5	**60.8**	76.8	**75.9**
UW-La Crosse								
Cohort	18	13	22	33	31	**117**	1,626	**1,747**
Rate (%)	88.9	84.6	81.8	84.8	61.3	**78.6**	85.9	**85.3**
UW-Madison								
Cohort	156	35	115	236	199	**741**	5,013	**5,934**
Rate (%)	89.1	77.1	88.7	92.8	91.5	**90.3**	93.5	**93.0**
UW-Milwaukee								
Cohort	196	27	88	53	99	**463**	2,216	**2,685**
Rate (%)	52.0	44.4	60.2	66.0	62.6	**57.0**	72.4	**69.7**
UW-Oshkosh								
Cohort	19	22	42	18	24	**125**	1,489	**1,617**
Rate (%)	52.6	59.1	73.8	55.6	62.5	**63.2**	75.2	**74.1**
UW-Parkside								
Cohort	126	4	0	15	48	**193**	585	**783**
Rate (%)	59.5	*	*	60.0	58.3	**59.6**	63.9	**63.0**
UW-Platteville								
Cohort	15	5	9	6	9	**44**	1,172	**1,218**
Rate (%)	66.7	*	77.8	*	77.8	**68.2**	76.9	**76.6**
UW-River Falls								
Cohort	13	7	28	25	9	**82**	1,103	**1,188**
Rate (%)	53.8	*	46.4	60.0	*	**50.0**	72.1	**70.6**
UW-Stevens Point								
Cohort	12	11	19	11	10	**63**	1,439	**1,521**
Rate (%)	66.7	63.6	73.7	*	60.0	**61.9**	77.2	**76.1**
UW-Stout								
Cohort	21	15	26	16	17	**95**	1,564	**1,668**
Rate (%)	52.4	66.7	57.7	75.0	58.8	**61.1**	72.2	**71.5**
UW-Superior								
Cohort	2	7	0	6	1	**16**	288	**324**
Rate (%)	*	*	*	*	*	**56.3**	66.0	**65.7**
UW-Whitewater								
Cohort	84	10	14	17	51	**176**	1,513	**1,701**
Rate (%)	57.1	60.0	78.6	76.5	74.5	**65.9**	75.3	**74.2**
UW System Total								
Cohort	678	179	406	474	524	**2,261**	20,802	**23,347**
Rate (%)	65.0	63.7	72.7	79.5	74.8	**71.6**	80.3	**79.5**

* To protect student privacy, rates are not shown when there are 5 or fewer retained students.
** Total includes international students. Data are insufficient to report separate rates for international students.

Table 8
University of Wisconsin System
Six-Year Graduation Rates at Any UW Institution
for New Freshmen Entering Full-Time, by Race/Ethnicity, Fall 2000

Institution	African American	American Indian	Southeast Asian	Other Asian American	Latino / Hispanic	Students of Color	White	Total**
UW-Eau Claire								
Cohort	6	10	27	20	13	**76**	1,983	**2,078**
Rate (%)	*	*	44.4	65.0	61.5	**52.6**	69.5	**68.6**
UW-Green Bay								
Cohort	4	12	8	5	2	**31**	890	**929**
Rate (%)	*	*	*	*	*	**35.5**	65.4	**64.3**
UW-La Crosse								
Cohort	16	11	18	24	32	**101**	1,501	**1,609**
Rate (%)	*	*	38.9	62.5	75.0	**54.5**	74.2	**72.7**
UW-Madison								
Cohort	126	29	79	178	123	**535**	4,979	**5,636**
Rate (%)	58.7	51.7	57.0	80.9	63.4	**66.5**	82.8	**81.0**
UW-Milwaukee								
Cohort	211	27	65	56	103	**462**	2,187	**2,663**
Rate (%)	22.3	*	32.3	46.4	22.3	**26.4**	52.8	**48.0**
UW-Oshkosh								
Cohort	12	9	11	14	22	**68**	1,550	**1,624**
Rate (%)	*	*	*	*	36.4	**35.3**	55.8	**55.0**
UW-Parkside								
Cohort	77	7	5	16	52	**157**	578	**747**
Rate (%)	18.2	*	*	37.5	28.8	**22.9**	41.3	**37.2**
UW-Platteville								
Cohort	7	1	1	10	7	**26**	925	**958**
Rate (%)	*	*	*	70.0	*	**46.2**	57.4	**56.8**
UW-River Falls								
Cohort	14	6	25	10	17	**72**	1,018	**1,096**
Rate (%)	*	*	44.0	60.0	35.3	**41.7**	62.2	**60.5**
UW-Stevens Point								
Cohort	9	8	15	8	15	**55**	1,438	**1,518**
Rate (%)	66.7	*	66.7	*	40.0	**49.1**	69.0	**67.5**
UW-Stout								
Cohort	9	8	9	11	9	**46**	1,258	**1,307**
Rate (%)	*	*	*	*	*	**17.4**	55.2	**53.9**
UW-Superior								
Cohort	1	7	0	3	0	**11**	367	**395**
Rate (%)	*	*	*	*	*	*	39.8	**39.0**
UW-Whitewater								
Cohort	100	9	25	28	52	**214**	1,829	**2,052**
Rate (%)	25.0	*	52.0	25.0	63.5	**38.3**	61.5	**59.1**
UW System Total								
Cohort	592	144	288	383	447	**1,854**	20,503	**22,612**
Rate (%)	32.1	31.3	43.4	62.9	46.1	**43.5**	66.2	**64.2**

* To protect student privacy, rates are not shown when there are 5 or fewer graduates.
** Total includes international students. Data are insufficient to report separate rates for international students.

Table 9
University of Wisconsin System
Bachelor's Degree Recipients Who Studied Abroad
as a Proportion of All Bachelor's Degree Recipients*

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW-Eau Claire	12.9%	14.5%	14.9%	14.9%	17.3%	16.8%	20.0%	17.3%
UW-Green Bay	9.6%	9.5%	9.1%	9.9%	8.9%	9.6%	12.8%	9.9%
UW-La Crosse	5.4%	5.9%	6.7%	8.3%	8.5%	9.5%	13.0%	15.5%
UW-Madison	10.2%	11.2%	12.5%	13.7%	14.7%	16.3%	16.1%	16.6%
UW-Milwaukee	5.0%	5.6%	5.7%	5.7%	6.9%	6.8%	7.6%	7.9%
UW-Oshkosh	4.4%	5.7%	9.3%	8.6%	11.8%	11.7%	12.2%	13.7%
UW-Parkside	0.8%	0.9%	0.2%	0.4%	0.3%	0.7%	0.5%	0.5%
UW-Platteville	0.4%	0.7%	2.4%	3.1%	2.7%	4.6%	2.9%	2.6%
UW-River Falls	7.9%	7.5%	7.5%	5.8%	6.7%	9.3%	12.9%	14.6%
UW-Stevens Point	12.1%	15.5%	14.7%	14.0%	15.1%	16.3%	17.8%	18.8%
UW-Stout	3.8%	5.7%	6.4%	5.4%	6.6%	8.5%	7.7%	12.0%
UW-Superior	0.6%	0.6%	2.1%	3.4%	2.4%	4.8%	3.6%	7.1%
UW-Whitewater	0.7%	1.3%	3.0%	2.4%	4.2%	3.6%	3.4%	4.0%
UW System Total	7.2%	8.1%	9.1%	9.3%	10.5%	11.1%	12.0%	12.6%

*Includes all study abroad activity through any UW System program.

Table 10
University of Wisconsin System
Students Studying Abroad
Unduplicated Annual Headcount*

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW-Eau Claire	285	310	327	376	328	379	444	361
UW-Green Bay	132	83	146	100	167	211	110	94
UW-La Crosse	86	95	175	183	168	213	365	324
UW-Madison	757	729	795	933	957	1,053	1,148	1,116
UW-Milwaukee	220	184	238	305	335	332	458	484
UW-Oshkosh	47	163	189	227	586	136	238	328
UW-Parkside	0	0	0	0	0	0	0	0
UW-Platteville	411	672	646	560	595	469	292	210
UW-River Falls	98	86	57	61	79	210	245	234
UW-Stevens Point	346	412	424	414	441	444	447	427
UW-Stout	72	72	110	95	152	108	258	214
UW-Superior	14	13	11	15	22	15	37	24
UW-Whitewater	1	46	94	67	60	69	65	69
UW Colleges	0	0	2	0	0	0	0	63
UW System Total	2,469	2,865	3,212	3,336	3,890	3,639	4,107	3,948

*Includes all study abroad activity through a UW program at that institution.

Table 11
University of Wisconsin System
Average Attempted Credits to Degree
for First Bachelor's Degree Recipients
Who Started as New Freshmen at Any UW Institution

	93-94	95-96	97-98	99-00	00-01	01-02	02-03	03-04	04-05	05-06
UW-Eau Claire	147	145	143	141	140	140	140	141	138	138
UW-Green Bay	139	138	138	134	135	135	134	133	132	133
UW-La Crosse	154	152	149	143	143	141	142	142	142	141
UW-Madison	136	134	131	128	127	125	125	124	122	123
UW-Milwaukee	148	151	149	147	143	141	141	140	139	136
UW-Oshkosh	152	153	152	147	146	144	145	144	145	145
UW-Parkside	146	146	141	142	140	139	142	138	138	140
UW-Platteville	153	152	150	150	148	147	148	148	144	146
UW-River Falls	149	143	140	138	136	136	137	136	134	132
UW-Stevens Point	149	147	144	141	141	141	141	141	141	141
UW-Stout	152	149	148	144	144	142	143	142	141	140
UW-Superior	153	145	142	140	141	136	139	138	140	140
UW-Whitewater	143	142	141	139	140	140	140	139	138	138
UW System Total*	145	144	142	138	137	136	136	136	135	134

*The UW System total is a weighted average of institutional credits.

Technical Notes

General

- ❖ Unless otherwise specified, UW System Administration is the source of the data and information presented in this report. Also, enrollments in this report consist of students enrolled in state-supported (GPR-funded) activity, unless noted otherwise.
- ❖ The National Survey of Student Engagement (NSSE), conducted by the Center for Postsecondary Research at Indiana University, was administered in spring 2006 to campus-based random samples of UW freshmen and seniors. Comparison data were drawn from the National Survey of Student Engagement's normative report for public four-year higher education institutions.
- ❖ For survey data, determination of statistical significance is based on calculation of the 95 percent confidence interval of a given sample estimate for each survey question. A 95 percent confidence interval sets the limits between which the sample estimates are likely to fall 95 percent of the time. Only when the normative data fall above or below these limits are they considered statistically significant. In most cases, differences of one or more percentage points are significant, except when differences of one percent are the result of rounding.

Section I

State GPR Allocations
Source: UW System Office of Budget and Planning. Inflation-adjusted GPR appropriations are in 1972 dollars.
High School Graduation Projections
Source: Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door*, 2003.
Wisconsin Population Projections
Source: Wisconsin Department of Administration, *Wisconsin Population Projections: 2000-2030*, March 2004.
Source: Campbell, Paul R., 1996, *Population Projections for States by Age, Sex, Race, and Hispanic Origin: 1995 to 2025*, U.S. Bureau of the Census, Population Division, PPL-47.
Bachelor's Degree Attainment
Source: U.S. Census American Community Survey and decennial censuses.
Cost of Attendance
Source: *UW System Fact Book* and Digest of Education Statistics, National Center for Education Statistics. Most recent values from NCES are preliminary estimates.
Median Household Income
Source: U.S. Census Current Population Survey
Affordability
Source: The National Center for Public Policy and Higher Education, *Measuring Up 2006,* http://measuringup.highereducation.org/.
Economic Impact
Source: NorthStar Economics, Inc., *Economic Impact of the University of Wisconsin System,* 2002. Where possible, numbers have been adjusted with the most recent information available.

Goal I

Service Rate
The overall service rate (not broken out by race/ethnicity) includes Wisconsin *public and private* high school graduates and Wisconsin immediate new freshmen from *public and private* high schools.
Service rate data broken out by race/ethnicity includes Wisconsin *public* high school graduates and Wisconsin immediate new freshmen from *public* high schools.
Source for number of Wisconsin high school graduates: Wisconsin Department of Public Instruction (DPI).
The national service rate for public universities is calculated using high school graduate counts from the 2004 National Center for Education Statistics (NCES) Digest of Educational Statistics and immediate new freshmen counts from NCES Integrated Postsecondary Education Data System (IPEDS).
Students of Color
Includes African American, American Indian, Latino/Hispanic, Southeast Asian, and other Asian Americans.
Family Income
Family incomes for UW new freshmen are self-reported when they take the ACT as high school students. The income quintiles for all Wisconsin families are estimated from data from the U. S. Census American Community Survey and decennial censuses.
Non-Traditional Students
Includes students at the graduate/professional level age 30 and older, undergraduate students age 25 and older at the doctoral and comprehensive universities, and undergraduates age 22 and older at the UW Colleges who enrolled in either GPR-funded courses or university credit courses funded through UW-Extension's outreach program.
Precollege Programs
Annual enrollments in multicultural and disadvantaged (M/D) precollege programs represent the number of individual participants per campus per year. Editions of *Achieving Excellence* prior to 2005-06 reported each program registration, regardless of whether an individual participant registered for more than one program.
Prior to 2003-04, the reporting year for precollege participation was defined as fall, spring, and the following summer term. Beginning in 2003-04, the reporting year is defined as the preceding summer term followed by fall and spring.
Distance Education Courses and Enrollments
Beginning with *Achieving Excellence 2005-06,* courses and enrollments reflect activity during the full academic year and supported by all funding sources.
Continuing Education Registrations in Non-Credit Courses
Source: UW-Extension.

Goal II

UW System Retention and Graduation Rates
Retention and graduation rates are reported for new freshmen entering full-time in state-supported (GPR-funded) courses at UW four-year institutions only. The rates for the most recent retention cohort (2005) are preliminary. Retention and graduation rates for earlier cohorts have been updated from previous editions of *Achieving Excellence* to reflect their final values.
National Second-Year Retention Rate
The most recent available rate is for the fall 2004, full-time new freshmen cohort at public four-year institutions. The national rate is the average of the institutions' rates. Institutions include military service schools but exclude four-year institutions in U.S. territories and outlying areas.
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).
National Six-Year Graduation Rate
The most recent available rate is for the fall 1999, full-time new freshmen cohort at public four-year institutions. The national rate includes military service schools but excludes four-year institutions in U.S. territories and outlying areas.
Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Goal III

Professional Nursing Programs National Council Licensure Examination
Source: National Council of State Boards of Nursing, Inc.
Uniform CPA Examination
Source: Continental Testing Services, Inc.
CPA exam data reflect the passage rate for total sections taken by all candidates from September 2005 through August 2006. In editions of *Achieving Excellence* prior to 2005-06, CPA testing data reflected the passage rate for new candidates passing all parts.
Graduate Record Examination
Source: Educational Testing Service (ETS).
The UW System mean includes scores for institutions reporting 25 or more examinees. The 2004-05 data reflect scores for the 12 month period from July 2004 through June 2005.
Medical College Admissions Test
Source: Association of American Medical Colleges.

Goal IV

Study Abroad
Bachelor's degree recipients who studied abroad include students who graduated from a particular UW institution and studied abroad through a program at any UW institution at any time in their educational career. Beginning with *Achieving Excellence* 2005-06, study abroad has been updated to reflect all activity at UW institutions.
The unduplicated headcount of students studying abroad includes students who enrolled in a study abroad program through their institution.

Goal V

Survey of Library Services
Source: LibQUAL Spring 2004 survey, Association of Research Libraries and Texas A&M University, http://www.libqual.org. UW-Parkside and UW Colleges did not participate in the 2004 LibQUAL survey.

Goal VI

Classroom Technology Levels
Editions of *Achieving Excellence* prior to 2004-05 classified technology levels from Level 0 to Level 5. Under the current classification system, Level 3+ corresponds to the old Level 4, and Distance Learning corresponds to the old Level 5.
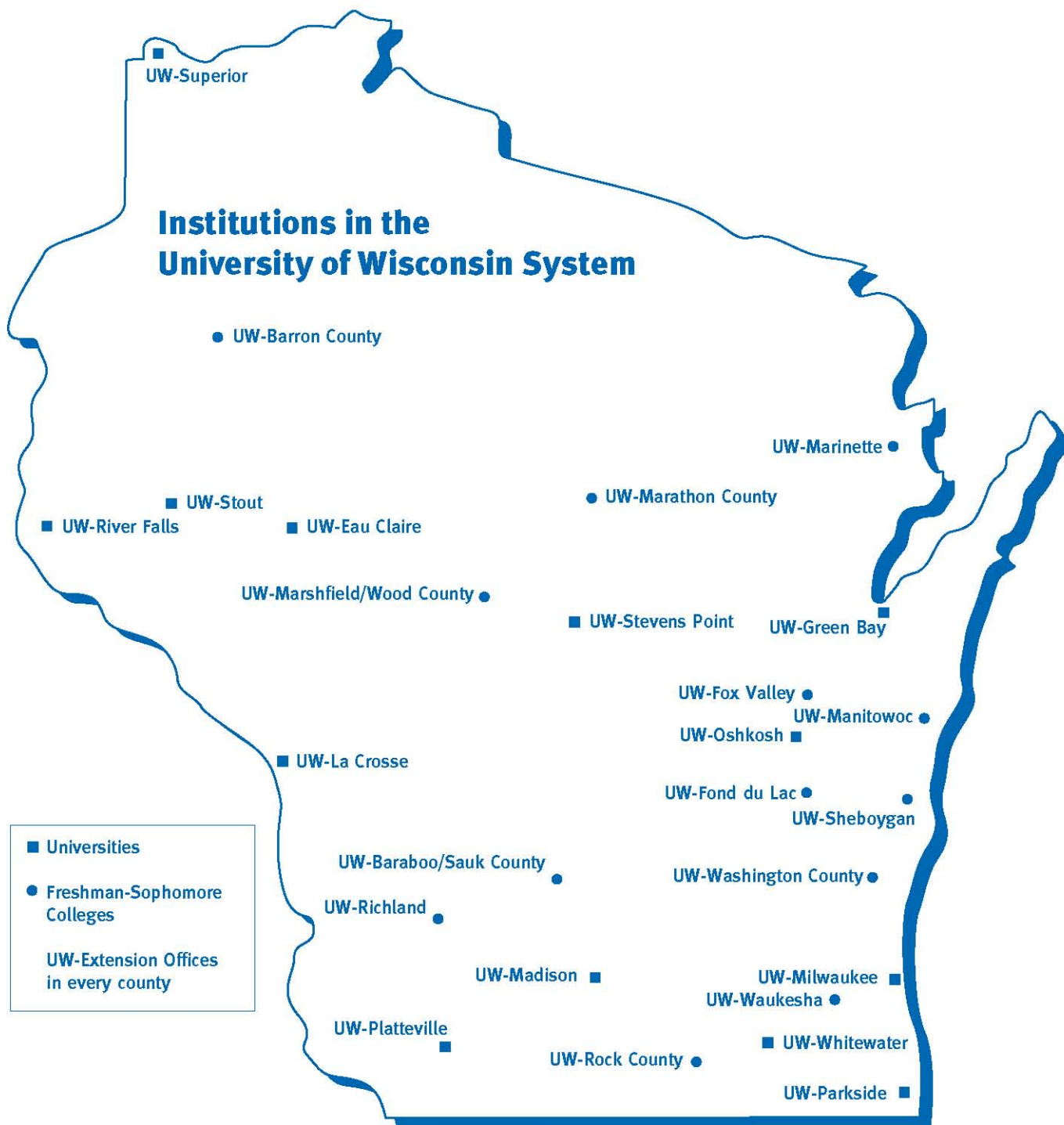**Administrative Costs**
Beginning with *Achieving Excellence* 2003-04, administrative costs reflect a change in reporting standards mandated by the Government Accounting Standards Board (GASB), and are not directly comparable with prior years.
Source: Integrated Postsecondary Education Data System (IPEDS).
Rankings of performance relative to funding are from *A New Look at the Institutional Component of Higher Education Finance*, National Center for Higher Education Management Systems (NCHEMS), December 2005.
Credits to Degree
Calculations are based on attempted credits of first-time UW bachelor's degree recipients who started as new freshmen at any UW institution.

Institutions in the University of Wisconsin System

- UW-Superior
- UW-Barron County
- UW-Marinette
- UW-Stout
- UW-Marathon County
- UW-River Falls
- UW-Eau Claire
- UW-Marshfield/Wood County
- UW-Stevens Point
- UW-Green Bay
- UW-Fox Valley
- UW-Manitowoc
- UW-Oshkosh
- UW-La Crosse
- UW-Fond du Lac
- UW-Sheboygan
- UW-Baraboo/Sauk County
- UW-Washington County
- UW-Richland
- UW-Madison
- UW-Milwaukee
- UW-Waukesha
- UW-Platteville
- UW-Whitewater
- UW-Rock County
- UW-Parkside

Legend:
- ■ Universities
- ● Freshman-Sophomore Colleges
- UW-Extension Offices in every county

Office of Policy Analysis and Research
1534 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

The *Achieving Excellence* Report can be found at
http://www.uwsa.edu/opar